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ABSTRACT

The focus of a two-week summer institute for 77 Adult Basic Education (ABE) teachers, administrators, and counselors from the western United States, Hawaii, and Alaska was on the problems of the urban poor, with emphasis on the urban poor white. Major emphasis was placed on nonlearning problems of the urban poor. Problems examined were: (1) the economic, sociological, psychological, and environmental conditions of poor whites; (2) planning and organizing flexible adult education programs; (3) developing successful and innovative adult programs; (4) counseling the urban poor, especially the counseling role of the ABE teacher; (5) curriculum directions emphasizing student needs that go beyond the classroom; and (6) professional growth of adult education teachers. Poor white "grass roots" community workers were a major learning experience for participants; other speakers were recognized experts in particular problems of the urban poor. Lecturers were followed up with small group seminars and self-study groups. The major need of institute participants was to better understand the life style, needs, and aspirations of their students so that ABE training can proceed. Three-fourths of the participants found the institute valuable. Approximately 80 pages consist of speaker bibliographies, annotated curriculum materials, and institute agenda and forms. (Author/EA)

THE WRIGHT INSTITUTE 2728 DURANT AVENUE BERKELEY CA 94704

FINAL REPORT
ADULT BASIC EDUCATION TEACHER TRAINING INSTITUTE: PROBLEMS OF THE URBAN POOR, PARTICULARLY THE URBAN POOR WHITE

Gordon R. Cavana
Project Director

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ABSTRACT

This is a summary of a two-week summer institute held in August of 1971 for Adult Basic Education teachers, administrators, and counselors from the western United States, Hawaii and Alaska. The focus was on the problems of the urban poor, with emphasis on the urban poor white. Non-learning problems particularly examined were: 1) The economic, sociological, psychological, and environmental conditions of poor whites, 2) Planning and organizing flexible adult education programs, 3) Developing successful and innovative adult programs, 4) Counseling the urban poor, especially the counseling role of the ABE teacher, 5) Curriculum directions emphasizing student needs that go beyond the classroom, 6) Professional growth of adult education teachers.

Poor white "grass roots" community workers were included as advisors and participants, and they were considered as the major learning experience at the institute by most of the ABE personnel attending.

An annotated bibliography on poverty, ABE curriculum, organizational development, and selected publications of the speakers were provided.

The procedures of the training institute were to have selected specialists in the problems of the urban poor white discuss their specialty in a large lecture, then elaborate in smaller seminars. The participants then met in small self-study groups to translate the information to apply to their own local situations.

A follow-up mini-institute was held during the following school year in Denver, Colorado (Federal Region VIII), and Seattle, Washington (Federal Region X), in order to provide back-up help to participants in those regions. The mini-institutes brought together federal, state, and community representatives from agencies and groups that provide education for adults and funds for that education, outside the structure of formal adult education programs.

The results were that over three-fourths of the summer institute participants said that they now have a greater appreciation of the problems that affect their ABE students and those adults who need adult education but who do not go to school. Approximately 60 per cent returned and developed, or thought about developing, new programs to meet these newly discovered needs.

Based on the follow-up and evaluation activities, as well as for the information provided at the summer institute, the major need of adult basic education teachers, administrators, and counselors is to better understand the life style, needs, and aspirations of their students in specific, concrete circumstances if the ABE professionals are to do the job for which they are trained. Professional methodologies and techniques and human empathy are of little use unless they are applied to immediate problems of the real world of the adults being served. And, without the close cooperation and participation of the ABE students in the development of the education they are receiving, the chances of their real needs being met are greatly diminished.

While it was concluded that the summer institute was valuable for approximately three-fourths of the participants, there were large differences among states. Some states were very low, some very high.

When there was a close selection mechanism, with definite expectations made of training participants by local or state administrations, teacher or administrative training away from the local district, there appeared to be greater post-training involvement by the summer participants. It is suggested that this is one of the more important considerations in providing summer training institutes at the federal level.

Project Staff

Gordon R. Cavana, Ph.D.
Project Director

Carol Perez
Assistant Project Director

Christina Harrington
Executive Secretary

Group Leaders

Katherine Hall

Louise Hogan

Edward Hyman

Margaret Morrison

Randolph Morrison

Walter Saunders

Amira Wallach

Neil Whiteford

Evaluation Consultants

Dr. Alfred Azevedo
Principal, Pacific Heights Adult School
San Francisco, Calif.

Dr. Lynn Clark
Coordinator of Adult and Urban Programs
Merritt College, Oakland, Calif.

Summer Institute Speakers

(in order as described in the report)

Dr. Charles Metcalf
Assistant Professor of Economics and Senior Research Staff, Institute for Research on Poverty, University of Wisconsin.

Mr. Chester McGuire
Lecturer in City Planning, Department of Environmental Design, University of California, Berkeley.

Mr. Paul Jacobs
Writer and lecturer, San Francisco, California.

Dr. Arthur Pearl
Professor of Education, Department of Curriculum and Instruction, University of Oregon.

Dr. Nels Anderson
Professor of Sociology, University of New Brunswick, Canada.

Ms. Elizabeth Navarre
Assistant Professor, Graduate School of Social Service, Indiana University - Purdue University at Indianapolis.

Dr. Stephen Laner
Lecturer and Senior Research Engineer, Department of Industrial Engineering, University of California, Berkeley.

Dr. Gordon Cavana
Research Associate and Project Director, The Wright Institute.

Dr. Harvey Rhodes
President, Columbia Junior College, Yosemite Junior College District, Columbia, California.

Dr. Patricia Hertert
Curriculum and Planning Consultant, Yosemite Junior College District, Modesto, California.

Mr. Leon Ginsberg
Director, Experimental College, Laney College, Peralta College District, Oakland, California.

Mr. John Golden
Director of Curriculum, Opportunities Industrialization Regional Institute, San Francisco, California.

Ms. Barbara Mondo
Education Officer Assistant, Education Center, U.S. Army, Presidio of San Francisco.

Dr. James Bebout
Director, Talent in Interpersonal Exploration Project, Styles Hall, Berkeley, California and Associate Professor of Psychology, Department of Psychology, San Francisco State College.

Ms. Barbara Painter
Counselor, Columbia Junior College, Yosemite Junior College District, Columbia, California.

Mr. George Fowler
Counselor, Project Transition, U.S. Army, Presidio of San Francisco.

Ms. Karen Jacobs
Ph.D. Candidate, Department of Education, University of California, Berkeley.

Dr. Nevitt Sanford
Scientific Director and Professor of Education and Psychology, The Wright Institute.

Dr. Jack London
Professor of Education, Department of Education, University of California, Berkeley.

I. INTRODUCTION

For the last ten years, since 1962, there have been vast resources committed to alleviating the problems of the poor by the federal government, particularly the Department of Health, Education, and Welfare, Department of Labor, and the Office of Economic Opportunity. As part of this resource commitment there has been a concern by all levels of government for the need to understand the needs, problems, and aspirations of the poor in America. As part of this concern, the Congress has approved, and the Office of Education has funded, a variety of educational projects through the Adult Education Act of 1966 (PL 91-230).

Among other programs developed for the teaching of adults, there has been the establishment of training institutes to provide teachers and administrators of adult programs with specific skills necessary to their profession, as part of Title III, Section 309 of the above titled act. In 1971 funds were made available for summer teacher-training institutes pertaining to the needs of specific groups of poor adults.

Among other teacher-training groups funded to concentrate on the problems of the urban poor, the Wright Institute was funded by the Office of Education to give training in the problems of the urban poor, with particular emphasis on the poor urban white. The findings related to this group are described in the body of this report.

The summer training institute was open to teachers and administrators who were going to be employed in adult basic education programs in federal regions VIII, IX, and X. The states in these regions are:

Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, South Dakota, Utah, Washington, and Wyoming.

This training institute was held in August of 1971 for two weeks, in Berkeley, California, and conducted by the Wright Institute.

The Wright Institute is a non-profit action research organization and graduate school offering a Ph.D. in clinical and social psychology. The Institute was established by Dr. Nevitt Sanford, the nationally known social psychologist and educator, in July, 1968. The directions and intent of the Institute, as stated in its brochure, are

> Guided in its efforts by a concern for human development and by open-minded conceptions of what people can become. . . . It centers on problems experienced by groups of people in various social institutions instead of being guided mainly by the internal development of a single discipline. . . . It helps institutions to change, not according to a pre-existing agenda, but according to what we discover in working with the participants in a study and by what we can bring from other work being done.

II. REVIEW OF THE INSTITUTE

A. Institute Objectives

In keeping with the philosophical directions and intent of the Wright Institute, the goals of the Teacher-Training Institute were to develop an awareness of the urban poor, particularly the urban poor white, in his more general societal and environmental conditions affecting his ability to participate in the mainstream of American society.

As outlined in the initial proposal to the Office of Education, the specific objectives of the training institute were as follows:

1. To develop an understanding of the environmental conditions affecting the participation of poor urban whites in education. These environmental conditions will relate to (a) the psychological attitudes and conditions affecting the poor white, (b) the sociological considerations of his place

in the rest of society, and (c) an understanding of the economic conditions and limitations of the poor white. These three environmental considerations will not only show the difference between the poor whites and other low-income groups but also will show the strong environmental barriers present which prevent effective participation of low-income whites in adult education.

2. To develop an understanding of how to plan procedures that will allow a demographic discovery of the characteristics of poor white areas in a community. This objective will be developed to show the participants systematically how to discover the particular nature, hence many of the particular needs, of the local poor white population.

3. To develop an understanding of the requisite organizational structure and management of educational programs for poor urban whites.

4. To give an awareness of procedures for the development of specific curricula and specific counseling directions to meet the needs of poor urban white populations.

5. To develop an awareness of group psychodynamics as it applies to self-awareness of the teacher and as it applies to developing self-awareness in ABE students.

6. To develop an understanding of the variety of community services available to poor people.

These six objectives can be summarized in terms of three areas of focus. The first area was devoted to developing an overview of the non-learning problems of the poor who are either students, or potential students, for adult basic education programs. This area of focus dealt specifically with the perspectives of the various social sciences of sociology, economics, and psychology towards the urban poor, particularly the poor white.

The second area of focus was devoted to current practices in ABE. Presentations were made by educators currently involved in educational innovation who have established programs or procedures to meet the needs of specific communities and poor urban populations. This area

of concern included adult program administrators and curriculum specialists. Field trips were included in the training for this area.

The third area of focus for the training institute was related to the necessity of the adult educator understanding himself in his role as a teacher and in understanding the educational system surrounding his specific function in his adult program.

In terms of the educator himself, this third focus took into account current thinking in the philosophy of adult education, especially in terms of present practices and future needs. It also took into account the personality of the teacher and administrator, as it applies to their classrooms and their students.

In terms of the surrounding educational system, an understanding was developed of the organizational system. This understanding included effective ways of communicating within the organization, ways of establishing new types of curricula and programs, and effective ways to explore resources available to the teacher or administrator within the school structure.

B. INSTITUTE CONTENTS: SUMMARY AND FINDINGS

1. Introduction

The major emphasis of the Institute was on non-learning problems of the urban poor. To accomplish this objective there were speakers from two areas of expertise. There were recognized experts in particular problems of the urban poor, and there were "real" experts on poverty in the form of community representatives of "grass roots" poverty groups. There were educational professionals from well-known innovative adult education programs to provide formats that they developed for specific groups in the urban community.

As a general statement, which will be further elaborated in detail below, there was virtually a unanimous position presented by the speakers in the various areas. All of the speakers on curriculum, program development, administration, counseling, teaching styles, or adult philosophy presented their specialized presentation based on the sociological and psychological difficulties facing the adult population they were attempting to reach. These speakers were asked before the conference to talk about "the educational nuts and bolts" of practical procedures to meet needs supposedly described by experts in the social sciences. Virtually every speaker in these specialized areas reiterated the view of one speaker on curriculum, who started by saying

> I am supposed to tell you about curriculum techniques to teach basic literacy skills, but let me tell you that anything specific I may say is of no use at all if you do not understand the conditions under which your students live.

This speaker then went on to describe the very specific problems that affected the students in her program, around which all curriculum techniques were built. Whereas the recognized experts in sociology and psychology could describe the general needs and difficulties facing the urban poor, these other speakers reinforced the more general description with very specific problems related to developing an effective adult education program or technique.

A second general statement concerning the findings of the Institute was that there was little distinction made between poor urban whites and other urban poor minorities. In fact, few speakers examined specific differences among these groups. There are two possibilities the reader must consider for this apparent lack of distinction between the poor urban white and other urban poor. Either the speakers knew very

little about the differences of these groups, or they did not consider these differences significant.

In favor of the first argument, it can be easily argued that virtually nothing is known in research about the urban poor white, in as much as social science research has been done on the black ghetto, with an increasing attention being paid to Spanish-speaking groups in the urban areas.

In favor of the second argument, however, members of the poor community--as well as those from the poor community who have "made it" as middle class educators--agreed that, based on what they discovered, there are few significant differences between urban poor groups. If one is poor, they argue, the conditions of existence are very much the same. With the lack of research in the specific differences between poor urban whites and other poor urban groups, the reader is invited to decide for himself based on the descri..ions provided below, and on the transcripts of the Institute speeches that appear at the end of this report.

A third general statement to be made concerning the Institute is that without the presence of actual poor community representatives, an understanding of the urban poor white at this training institute would have been an interesting intellectual exercise but with, in our estimation, little long-term impact. Essentially, the community representatives "kept everyone honest."

2. Economic Picture of the Urban Poor White

It is useful to start a description of the urban poor by first describing the definition used by public agencies to describe the poor, that is, the official categories of the urban poor by the two major federal agencies responsible for these categories--the Bureau of the Census,

and the Bureau of Labor Statistics.

In two discussions, one by Charles Metcalf, and the other by Chester McGuire, these definitions and characteristics are described and consequences of public policy are analyzed.

The discussion which follows is abstracted from the speeches of these two economists.*

Definitions of the Poor

In 1962, the President's Council of Economic Advisors suggested that a family with an income less than $3,000 per year was classified as poor. Currently, that definition is approximately $4,000 for a family of four. There are various criteria associated with the definition, which the particular reader may wish to examine in census reports.

In addition, the Bureau of Labor Statistics of the Department of Labor defines a family of four living in an urban area to be moderately well-off if they earn $8,900 per year. There would then be various levels of moderately poor existing somewhere between the $3,000 level and the $9,000 level, as well as a separate category of very poor poor earning less than $1,000 per year.

The White Poor

When one of the speakers was asked to speak on the economics of the urban white poor, his colleagues suggested that he spend ten minutes listing their names and then conclude his talk. This points out

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*The talks of these two speakers, as well as the talks of the other speakers at the summer institute, are available on request from the Wright Institute.

a very common notion concerning the urban white poor. In 1970, thirty-two per cent of all non-white persons were poor, whereas only six per cent of white families living in metropolitan areas were poor. The common notion is that these white poor living in metropolitan areas are principally the elderly. In fact, to quote Dr. Metcalf,

> The 1.75 million poor white families amount to 68 per cent of the total poor families in the included metropolitan area, and the .52 million poor white families with prime age male heads constitute 67 per cent of the poor families of all races with heads in that category. Similarly, 79 per cent of all urban poor unrelated individuals are white. Thus while any given member of the non-white population is far more likely to be economically poor than any given white individual, the fact remains that over two-thirds of the poor population in metropolitan areas is white.

However, partly because the non-white poor are so visible in terms of the total members of that group--for example, a high percentage of blacks are poor--most federal government programs in welfare, job training, etc., have been aimed at that group.

As both speakers pointed out, the fact that most of the poor are white is important, as is the fact that poor whites are not concentrated. In discovering where poor whites live nationally, 25 per cent live in central cities, 23 per cent live in suburbs, and 52 per cent live in rural areas. "Rural areas," are defined by the Census Bureau as "non-urban areas." Urban areas are "generally, all persons residing in areas determined to be urbanized areas or in places of 2,500 or more outside urbanized areas."* Almost half of the white poor, therefore, live in urban areas.

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*U.S. Department of Commerce, Bureau of the Census, 1970 Census User's Guide, Part I, p. 93. One must be cautious with Census figures, however, for they often refer to "Metropolitan areas" (Standard Metropolitan Statistical Areas) which are different from "Urban areas."

When examining the 100 largest metropolitan areas, a 1966 survey showed the following description of white and non-white families:

100 LARGEST METROPOLITAN AREAS

	WHITE	NON-WHITE
FAMILIES		
1. Living in "Poverty Census Tracts" of Central Cities	18.5%	60.5%
2. Living outside "Poverty Census Tracts" of Central Cities	26.3%	23.0%
3. Living in Fringe of Metropolitan Areas (Suburbs)	55.2%	16.5%

Departing from concepts of location and income levels, and type of urban poverty groups, a description was made of the probability of escaping poverty based on education. Considering urban males outside the South, the probability of escaping poverty for whites was .45 in 1965, and .35 for non-whites. An analysis was made of the probability of escaping poverty for males outside the South. The chart below shows these probabilities:

PROBABILITIES OF ESCAPING FROM POVERTY, 1965
(Nationally Non-South)

	Less than High School Educ.	High School Educ. or More
White Male	.58	.70
Non-White Male	.51	.77

Nationally, the probability of escaping poverty is virtually the same for both groups. Figures for the western United States, however, showed that non-whites without a high school education were significantly less able to escape from poverty than whites, whether they had a high school education or not. For non-white males the probability was .25 for less than a high school education, and .55 for a high school education or more--a decline of approximately 25 per cent in both cases. Western white males, however, decline 16 per cent for white males with less than high school education (.58 to .42), but stayed virtually the same for white males with a high school education or more. The significance of these figures to educators promoting the importance of the high school diploma or the G.E.D. may give added impetus to those supporting adult education.

A final note about poverty, as revealed by government statistics, is that poverty fluctuations are very sensitive to economic conditions. It is questionable whether retraining is economically sound when unemployment rates are high, or the demand for labor shows no improvement. In fact, it may be of little importance whether the person in poverty is white or non-white. To quote Dr. Metcalf .

> When control of inflation becomes the dominant theme of economic policy, at the expense of maintaining full employment, the poor, white or not, are bound to lose out. They [in their economic condition] are far more sensitive to employment opportunities in the economy than they are to the rate of inflation. It makes no sense to talk about specific programs to help the urban poor of working age unless we can accompany these programs with reasonable policies to maintain a position of full employment.

There was then an analysis of what happens to the poor when they are unemployed or with low incomes. Their chances of escaping from poverty have already been pointed out. An example of this is revealed in their search for adequate housing. The very poor, with income less than $1,000 per year, are ineligible for public housing. Those with slightly higher incomes are forced to seek shelter in the scarse public housing market, which is slightly higher in total units built today than it was in 1937. The poor then seek other kinds of inexpensive housing such as old, deteriorated housing in the central cities, the mobile home, or "trailer home," and deteriorated homes scattered throughout the suburbs.

Contrasts were made between the consequences of housing in the central cities versus the suburbs. One of these consequences is that employment opportunities are greater in the suburbs because industry is increasingly moving there, but on the other hand, the costs of getting to employment are much higher in the suburbs because public transportatio is in the central cities. The cost of owning automobiles for the poor in the suburbs (mostly poor whites) is quite high.

A second consequence of living in central cities is that there are services available in the way of health, entertainment, etc., whereas there is very little in the suburbs. Suburbs typically do not have services in order to maintain a low tax rate.

Another typical problem facing the poor (white) in the suburbs, is that they are not at all wanted. Suburban communities go to great lengths to zone out--or as was described "hysterectomy zoning,"--to prevent the kind of housing in which the poor can live.

Problem areas for adult educators, then, are: 1) how do we reach the poor who live outside the central ghetto, and 2) how do we best provide them with the educational tools to better cope with economic conditions. There is, in fact, strong evidence to suggest that these economic conditions dictate a large part of the sociological and psychological conditions effecting the urban poor, which shall now be described.

3. Sociological and Psychological Picture of the Urban Poor

A. General Picture in Society

In addition to the basic economic facts just presented, there are very definite consequences for those who are poor. Besides the fact that a low income means that one does not eat as well, or have adequate housing, or have to spend more money for transportation and services in proportion to total income. But these conditions "set up" the poor for personal self-destructiveness.

According to the expert view of poverty in its sociological and psychological consequences, one of the basic problems is that the society itself has a dual view of poverty. On the one hand we (the society) know the unemployment is present. However, we ask ourselves, "We work, what is wrong with those who don't?" Unfortunately, those who do not are treated as though something is wrong with them to the point that they themselves believe it. As a society our views might well be "millions for the moon, but not one cent for poverty." That is, a moon shot reflects our values of things we think we are doing something about. Whereas, poverty exists and we cannot help it.

This dualism also operates when those who have escaped poverty gain options in dealing with their lives that the poor do not have, and at the same time want others who have not escaped from poverty to not have

the same options. For example, many middle-class educators have escaped from the conditions of being forced to be, let us say, a domestic worker or dishwasher but are not willing to allow the poor the same options. They must be dishwashers and enjoy it.

Another of the dualist aspects of poverty is that the middle-class have much more access to power and influence than do the poor, and this lack of access provides more psychological handicaps.

It was pointed out that this problem is particularly difficult for poor whites in the urban areas. It was also noted earlier that only six per cent of whites are unemployed, and that they are not concentrated in any particular area. The individual poor white then believes that he is the only white that is poor. This condition is quite different from a depression where there are many unemployed and they are all visible to one another, as is the case in black and Chicano communities.

It is also particularly difficult, it was noted, that blacks and Chicanos can rationalize their condition of poverty, but whites cannot. The poor black can always say that he is poor because he is black, and is not allowed to have a job by the white society. The poor Chicano can rationalize that he is not only brown, but that he speaks poor English. The poor white has none of these mechanisms. As Paul Jacobs said about the poor white,

> Suppose you are not black, and you are not a Mexican and not a Chicano, you are not an Oriental, you are not Jewish, you are not even Catholic, so you cannot use that. You're an all-American, you are a white, Anglo-Saxon Protestant. Theoretically, you have got everything going for you. But you are out of a job. What possible explanation can you find for the situation in which you are caught?

However, a second factor which effects the individual poor white is that as Arthur Pearl pointed out, "if a white is poor he is not allowed to exist in the eyes of the rest of society." That is, he is denied all of the reasons which make him poor, because the white society that views him says, in effect, "I got out of it, why can't you?"

On face-to-face contact the poor white is viewed as someone who is not really poor, he is only temporarily out of work. There were several reasons given for this point of view. One is, to paraphrase the pschologist Arthur Jensen in his reference to poor blacks, "they are not as smart as us." They are poor because there are inherent genetic differences.

A second reason advanced by Daniel Moynihan and Oscar Lewis, among others,* is that they are "inadequately socialized." Third, the poor are blamed for their poverty because of the "theory of accumulated environmental deprevation (AED)." That is, the poor do not accumulate environmental stimulation from their families in their early years.

As a material consequence of these attitudes towards the poor in general massive governmental programs have been adopted to overcome these "deficiencies," such as Headstart and Job Corps. These programs, in turn, reinforce such attitudes because they are well publicized to the general society as ways of correcting these so-called deficiencies.

There is a further destructiveness for the poor in his day-to-day living. He lives in a poor neighborhood and one consequence of being poor is that people steal. They drink and become publically abusive.

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*See a substantial criticism of this view in Culture and Poverty, by Charles Valentine (Chicago: University of Chicago Press, 1968)

They carry on other asocial activities that cause numerous police to be in the area. It has been well documented that police deal with those who are dressed poorly, who are uneducated, and who do not act in a "rational, civilized manner" more harshly than they do with a middle-class person who has a large vocabulary, knows his rights, and acts politely.

But even without these conditions, government institutions cause personality destructiveness in the poor when they go to the welfare office, the unemployment office, or the county hospital. It was recommended that if one has not tried to apply for welfare or unemployment, or has not sat in a county hospital waiting for help, they should. Being in the unemployment line is not the same as being in a line at the post office waiting for stamps. While the person behind the desk does not deliberately treat the applicant in a dehumanized fashion the process of the system results in this condition.

The views and opinions of Paul Jacobs and Arthur Pearl, as well as the economic perspectives, were substantiated to a considerable extent by Nels Anderson, one of the old timers in the area of the "sociology of work," on a historical view of work in "The Urban Industrial Civilization."*

The basic point Dr. Anderson made was that business enterprise in in the business of making a profit, not in the business of solving social ills. In making a profit, business is going to continue to use technology to cut costs, which generally means cutting labor. This has been historically true, and it is illogical to suppose that it will change if left to its own devices.

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*This is also the title of Dr. Anderson's recent book which examines this subject in more detail. See the bibliography for more references.

A corollary to this was made when it was pointed out that work within a business system is a business transaction between a worker and an employer, and not a socially desirable or meaningful end in itself, described as "the protestant ethic." As long as we continue to think of work as other than a business transaction, we will have difficulty in developing socially desirable ends of labor, such as professions, vocations, and avocations, which are more humanly liberating.

There are, therefore, two consequences among others, that must follow. The most important is that there will continue to be an excess of labor, and it will get worse instead of better, if we rely solely on business enterprise for jobs. A second consequence is that if we continue to expect people to work, we must look for increasing governmental control--another historical process--in order to force business to employ more people, or we must redefine work, including governmental service, in order to enable individuals to be productive members of society.

In the meantime, it is of little use for adult education to provide job training for a substantial part of the population when there are no jobs, and when there are little prospects of the present historical trends reversing themselves.

B. Picture of Particular Groups

The general characteristics described in the above section were quite adequately emphasized by speakers on specialist populations. However, it was most dramatically demonstrated by the interaction of the adult educators in the summer training institute. During the first day, when the educators heard descriptions of various groups of poor, they were meeting in discussion group sessions analyzing various attitudes and aspects of the poor and one of the community representatives spoke up.

At that time, the teachers did not know that there were community representatives present, and this person said, "Wait a minute, you can't talk about me like that." And the teachers replied, "We don't mean you, we mean those unemployed women on welfare who have children and are school dropouts." And the community representative said, "I am one, and I resent being looked on as an inferior."

At a more abstract rather than visceral level, however, very particular problems facing the poor were pointed out by a variety of speakers, some of whom were speaking on separate subjects. It was noted what happens to a mother when she becomes the head of her family.

One of the few researchers on the "single parent family," Elizabeth Navarre,* explained the ramifications and implications on the members of this social unit. One of the problems is that these families are viewed as "broken or flawed two-parent families." Because the society views these families (described in research entirely as headed by women) as "deviant," they tend to believe it and view themselves with guilt, resentment, and "feelings of personal inadequacy and failure." A second problem is that whereas marriage is a time of happiness, with high expectations of future happiness, the one-parent family arises from the trauma of unhappy events of death, divorce, separation, desertion, or unwed parenthood.

These twin effects on the single parent, social deviancy and personal trauma combine to hinder the personal recovery from the loss, and a requisite new sexual identity. In addition, the single parent must face a great deal of social discrimination in her economic and social

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*Elizabeth Navarre, Assistant Professor in Social Welfare, University of Indiana, Bloomington, Indiana.

life. Landlords hesitate to rent to "divorcees," auto mechanics and other repairmen take advantage of her lack of repair knowledge, and many companies are unwilling to hire her because her children will supposedly cause her to be absent from work. Her married friends tend to withdraw from her as a threat to their husbands, and public social habitates require an income more appropriate to single invidivuals--to say nothing of how members of the opposite sex view those who have been married.

Finally, the playing of multiple roles cause serious demands on the time and energy of the single parent. Multiple crisis situations, particularly with children, formerly handled by two parents now must be handled by one with a typical "role overload." These crises usually center around health and school, but often the courts enter in with child support payment problems or juvenile authority problems.

Statistically, 2.1 million children of single parents were reared in relatively affluent homes while about 4.6 million were in relatively poor homes (as of 1963). And based on limited research in this area, the problems described above (and in greater detail in Ms. Navarro's speech) seem to be the same no matter what the race, age, or economic condition of the single parent.

Similar problems were facing the poor in training programs. The difficulties trainees would have with child care in order to attend classes were noted. They had problems with their automobiles breaking down. The problems of family situations would force someone to stay home. There would be constant problems with the police with the trainee or his or her spouse. Or, their children would have trouble with the juvenile authorities. Or, their children's problems at school would force them to miss days of training.

One speaker demonstrated a chart of life patterns of the poor* which outline, in a general way, the cycles of adult development. The major thrust of the chart was to show that adult life patterns start much earlier in life for this population, and that physical conditions and vision of those approaching middle-age are significantly different for the poor population because of their inadequate nutritional base.

A variety of other "non-learning problems" that affect the poor adult student require an overcoming of a great deal of folklore which causes nutritional problems and health deficiencies. Based on folklore, the poor adult student believes that some foods are good and some are bad because someone, somewhere, got well, or died, after he had eaten some particular thing. Or, they believe that foods should be thoroughly cooked, particularly vegetables, to boil out the germs, whereas that merely boils away nutrition.

There is also a host of minor problems that face the poor which they escalate into being major crises. There are also problems related to the extended family, where grandparents, uncles, aunts, etc., would move into a home already crowded because of economic necessity.

Other speakers speaking of the poor adult cited the poor self-image of poor individuals. They believe that they are nobody because of their inabilities to cope with their world. Such factors as a varied work experience (with few of them successful), minor legal problems--excessive traffic tickets, etc.--a lack of basic skills relating to either their living or employment existence, a problem of some with

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*Patricia Hertert, "The Effect of Non-Learning Problems on Curriculum Development for the Urban Poor," (1971: Lecture given at summer teacher-training institute)

fringe citizenship, and generally a poor "goal factor" of the self as it applies to their direction and purpose. It was pointed out, as well, that significant psychological problems arise in the individual when his personality is faced with changing itself--when he is faced with integrating new knowledge and new value structures.

A very similar view was described of poorly educated, recently discharged veterans. They are resentful of the Army and society for their "lost years," and they have a weak sense of identity because they are neither Army or civilian, a member of a unit, nor generally the member of anything. They have a view of themselves based upon their general test classification score, which places them in a role that reinforces their view of their inadequate self, and they are generally distrustful, suspicious, and do not want responsibility because they have not succeeded with responsibility.

A parellel description of the two above groups was made of released mental patients.* It was pointed out that some of the principle activities of mental hospitals is to teach the mental patient to "pass for sane," so that the hospital can discharge them. However, such behavior patterns are inadequate to solve the initial problem for which the individual enters the hospital. If they go to the hospital because they can not cope with the stresses of appearing stable, they become very sensitive by actions of others in the regular "society" who may appear to be questioning their stability. Such idle and innocent chatter as "that sounds crazy" is likely to send the released mental patient back into his previous condition.

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*A direct and detailed comparison of poor ex-mental patients and the general poor population is made by Tiffany, Gowen, & Tiffany, The Unemployed: A Social-Psychological Portrait.

Of course, these various views expressed by various speakers, principally describing poor white populations, apply equally to other poor groups, as was pointed out by several of the black and Chicano teacher participants at the summer institute. And, of course, these descriptions are commonly described in works by Oscar Lewis, Daniel Moynihan, etc.*

4. Specific Program Developments to Educate or Train the Poor

As with the previous section of the training institute, descriptions of organizational requirements for adult educators were intermixed by several speakers in their presentations of specific training programs.

There were, however, some general principles that were described. These principles ranged from the structural requirements of all organizations and general structural requirements pertaining to special kinds of adult education programs, to the structural needs of specific adult education programs.

In order to examine the particular structural needs of organizations, a distinction was drawn between organizations that require minimal amounts of contact with their outside environment, such as a business organization with a particularly designed program. This system of organization was compared to the requirements of organizations that have a high degree of contact with the outside environment, such as schools. It was noted that all "systems" must remain open and responsive to environmental problems and needs. This may be customer's needs for a product, or the public's needs for an adequate hospital system. However,

*See the Bibliography for several annotated references.

each organization maintains varying degrees of openness to these needs.

It was noted that when a system becomes highly structured, following the principles of scientific management, it becomes more closed and unresponsive to outside needs. That is, the organization is not able to deal with problems that arise. An example was described of a basic education pre-vocational Concentrated Employment Program where the administration's attempts to control and "get on top of" the workings of each teacher and counselor in the program decreased the ability of the organization to respond to the many community pressures placed upon it.

Four requirements for an open system of organization were described. One was the administration decentralized decision-making within the organization. That is, the staff must have major decision-making responsibilities. Two, the administrators in the program should spend most of their time on "boundary functions." That is, on the relationships between the outside community and the total organization. The "boundary functions" are principally issues that the staff members cannot handle themselves. For example, a boundary function of an adult school principal would be to deal with the superintendent and the central administration. Three, the staff, such as teachers and counselors, also have boundary function responsibilities where they interact with their piece of the environment. For example, outside student problems that affect their ability to function in the classroom would be a teacher's boundary function area of responsibility. Four, the administration should search for, and maintain, many different personality types in the staff, in order to meet various requirements of the organization. For example, an individual student learns better from one teacher with a particular personality

style better than he does from another. As students as a body have several personality styles, a requirement is necessary for many teacher personality styles to fit the students needs.

Several examples were made elaborating on these general requirements.* However, in terms of specific program development there were even more critical variables described before a structure could be implemented. If an adult educator is to develop a specific program to meet the needs of a specific population, he must first have a thorough understanding of the planning necessary. This planning is necessary at two levels: 1) to know his community and its needs, and 2) to be able to convince the policy makers in the school district or community, that such a program is, in fact, needed. As Rhodes pointed out, it is difficult enough to convince boards of trustees and major groups in the local power structure that a program is necessary even when you have all of the facts, such as the total output of a recent census. It is important to have facts in planning relating to the total population, so that people can see that problems effect their neighborhood and not some distant and vague place "across town." In addition, the facts of the community needs must be detailed to convince administrators and policy makers of the dollars and cents value of any new program.

A second basic requirement that must be met before one may place a specific program in operation is that the top administration of the district must be in support of the program. The "cutting edge" of change must be that of the top administrators so that development of the program will not be undercut because of other interest groups swaying

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*Particularly see the descriptions made by Harvey Rhodes, Patricia Hertert, and Leon Ginsberg.

the decision of the top administration.

As Rhodes and Ginsberg showed in their examples, the program administrator is "in the middle" between pressures from policy making bodies and pressures from grass roots community people. The program administrator has distinct boundary functions in dealing with these two groups, plus in many cases government agencies. To deal with these other groups effectively, the program administrator must, of necessity, delegate both authority and responsibility to non-administrative staff in carrying out the internal functions of the program. The administrators of a program must also carry out the boundary functions of information collection about the community. The teachers cannot be held responsible for this function because they are not equipped with the resources to collect and analyze this raw data. However, teachers must be aware of these statistical profiles of the community, as well as statistical profiles of their class, in order to better understand their students and community needs and be better teachers.

At both the adult pre-vocational training program of Rhodes, and the non-college bound experimental college of Ginsberg, a variety of teacher personalities were essential to the success of the programs. Teacher characteristics meant more than being kind, warm, and understanding towards their students. They included such characteristics as an authoritarian personality with a highly structured class as well as unstructured, "free floating" teachers with often near "chaotic" classroom conditions.

These and other types all contributed to the overall success of the programs in meeting the diverse needs of a diverse population.

To summarize these conditions for effective program development, it can be said that before a program can be considered successful the

burden is on the administrative management to plan thoroughly, to hire a variety of kinds of individuals and skills to teach and counsel in the program, to establish clear lines of decentralized decision-making, and to spend their time on boundary functions with the external environment and allow the internal staff to carry the internal burdens. For any administration, as well as for any staff, this is a difficult order under any conditions. However, if the examples described are in any way typical for the requirements of successful development of programs for adults, there is a strong indication that these factors must be considered.

5. Curriculum Development

The speakers on curriculum provided, without exception, a set of curricula recommendations and requirements quite atypical to the usual "how to do it" discussions by curriculum experts. If the three speakers on curriculum could be summarized, it was the unanimous theme of "understand the nature and problems of your students, then use whatever curriculum meets these needs."*

Dr. Hertert, who is well-known in California in adult education curriculum, said that while she could talk about the advantages and disadvantages of curricula put out by major publishers, it was far more relevant to describe the nature of specific problems affecting adult students. The regional director of curriculum for Opportunities Industrialization Center, an organization that uses virtually all curriculum techniques in branches throughout the country, stated flatly that materials developed by the teacher for his students was of far more relevance to the needs of the class than most published materials.

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*Dr. Patricia Hertert, Mr. John Golden, & Ms. Barbara Mondo

Even when the ABE curriculum materials were presented from the U. S. Army (with curriculum resources from the entire Department of Defense), the Army representative continually emphasized the teachers' understanding the individual needs of students and then adapting curriculum to those needs.

However, there were some applicable rules provided for teachers in coming to grips with the material vs. the students. One is that the teacher must work on the "teachable moment" when dealing with poor adult students. If a particular teachable moment is not part of a regular schedule, that schedule must be broken. The teachable moment was generally described as when the student himself has immediate problems. It therefore follows that if someone is teaching basic education, i.e., language and mathematics, this subject matter must include readings on court procedures, nutrition and health, family planning, communicable disease control, or money management and budget control. When the students are having a crisis in these various outside areas, or if they have just had one, they will be willing to read almost anything if it pertains to their immediate problem.

Teaching towards their immediate needs was described as "survival training." That is, survival in society. Basic education is functional and must be a tool for an end, never the end in itself. To utilize the teachable moment in providing functional literacy, one speaker said that the teacher must provide the students with "the ability to read what one <u>needs</u> and <u>wants</u> to read with understanding."

A second requirement is that the teacher must include the resources of the rest of the class in developing an awareness of the solutions to immediate needs. That merely means that other members of

the class have probably gone through swmilar problems and effected solutions, so they should be able to become involved in the solution of one student's immediate crisis, and their information can be used to further their literacy or mathematical skills.

Thirdly, teachers in basic education must know the skills, required for particular areas in society so that they will meet their students expectations who are using basic education as a stepping stone to another level. Teachers should be concerned with the functional attainment of their students and not concerned with reaching an eighth or ninth grade reading level for the students are not in the eigth or ninth grade.

Fourthly, the teacher must continually remind himself that the students in the class are not his "children" and attempt to solve their problems for them. The teacher is only a resource to provide the skills for the student ot do it himself. As a correlary to this idea, it was maintained that the teacher does a disservice to the student if she allows him to go at his own pace. He must instead be stretched and pushed in order to expand his own capabilities. In doing this immensely complicated task, it was constantly reiterated hat published materials were of limited use and that they were mainly useful as a supplement to the teacher's own materials developed for his particular class.

Besides pointing out that the small adult education market is not sufficiently large for commercial publishers to orient their materials exclusively to adults, (i.e., they must be adaptable to adults and public school students), it was noted that "even though we try to develop material that could be used by everybody, it just so happens that nobody thinks that what everybody else is using is good for them."

Even in the military, "canned" materials must be selectively applied to each individual. Each new class for a basic education teacher in the Army program is a separate entity with its own special needs, backgrounds, and resources for learning. These needs, etc., must be learned quickly by the teacher, then meshed with available materials in terms of what the student wants to learn, as well as with what additional skills he needs.

Finally, while various speakers who spoke on program development de-emphasized testing as a means for developing curricula goals in the military, testing is very useful and important because the individual in the armed services receives a great deal of testing through his military career. For a variety of reasons, it is well to be certain that he is conditioned for tests. However, there are some requirements necessary for successful testing. One is that the teacher should do all that is possible to be sure that the individual is at that level of competency before he takes the test, i.e., that he can pass it.

Secondly, testing should be in a non-threatening environment, of which testing rooms are the direct antithesis. And thirdly, the conditions for testing should be established so that the test does not become punitive. That is, the teacher should make certain that a particular failure of the student is not an impediment to his progress.

6. Counseling For Urban Poor

A section of the Institute was devoted to counseling. General instructions provided to the counseling speakers were that they should not only describe the particular counseling needs of the group of which they were speaking, but they should also emphasize the role of the teacher in the counseling process. The message was that the classroom teacher

must be a counselor in a class, acting as a direct support to any counselors that may be in a program. While the teacher is not expected to be a counseling therapist, the classroom interaction between the teacher and the student is important to his mental health. In fact, much "therapy" can be carried out by the teaching in providing successful experiences for the student which will enable him to carry on successfully in everyday life.

At the same time, it was emphasized that the counselor ought to provide the teacher with a constant feedback about the needs of the counselee. In considering a teacher as a counselor, a group dynamics session was held, and an understanding of group dynamics principles were posed as applicable to the classroom.

Before the group dynamics session, which was less than two hours, a short review of group dynamics history and theory was made and research findings were presented. These research findings can be summarized as follows:

1. The member performance of a group is a function of the group performance.
2. The members get back from the group what they put into it.
3. The background and personality of the members is not significant to the group performance.
4. Groups will perform better on the average when they perceive a task as more worthwhile, when they have shared goals, when members are allowed more initiative and participation in decisions, controls, and problem-solving, when members can cooperate, and when they can expect success.
5. The expectations of the leader strongly inforce the performance of the members.

After the participants shared in the group dynamics experience, a comparison was made between the group dynamics session patterns of

behavior with potential classroom behavior between the teacher and her students. One point was made that some of the teachers were reluctant to become involved in their group, and they were asked to compare their behavior to the typical silent members in the back three rows of the classroom, raising the question of whether the teacher is reluctant to get involved for the same reasons.

Another comparison was that despite differences in attitudes and culture, a group should agree on goals or shared communication, no matter what they might be. Even agreeing to disagree is better than saying that we have nothing in common, for the closing of positions in groups causes them to do poorly, with the usual development of defensive strategies. In sum, if the teacher understands how groups operate, he can better understand and help students in the classroom.

A panel of counselors spoke describing the particular needs of various groups of the urban poor: "typical" urban poor, rural poor living in urban areas, released former mental patients, and veterans with low educational ability. It was remarkable that the counseling needs were virtually the same for all of these groups. These speakers said that adult educators should recognize that the poor exist, recognize the sociological and psychological conditions described in the earlier section, and recognize their belief in their lack of control over their lives and future.

For the typical urban poor, particularly for the urban white poor, they must be recognized as existing the same as blacks and other minorities, and recognize that they are many in numbers. The adult educator should also have immediate access to resources dealing with particular problems. This includes not only community services, but

also community agencies that will encourage group identity among poor whites.

For the ex-rural poor in urban areas it must be recognized that they have strong ties to relatives back in the rural areas, which means that their attempts to become urbanized will be hampered by their relatives. It must also be recognized that they are strongly imbued in the rural folklore and rural differences. In addition, they have a definite fractured self when they are attempting to adapt to an urban culture, with its more sophisticated requirements of education, habits, etc.

When a teacher is dealing with former mental patients, it must be remembered that they feel very alone with no one to help them. For returning veterans, an increasingly larger potential group for adult education programs, it was suggested that the teacher remember that they do not feel part of social or work groups, that they must, in essence, recreate their identity.

If the description of these various groups sound much like problems in the non-poor society, it must be remembered that the poor have these psychological differences added on to their economic conditions, as a growing body of research is beginning to find.* When faced with these counseling needs, the teacher must divorce himself from maintaining only a role as a subject specialist, and must consider himself as a counselor as well. The adult education teacher must consider the students' psychic needs no matter what is taught, and the teacher must be sure that students gain ego strength through success, both individually and as a group.

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*See the attached bibliography, particularly Tiffany, Cowen, and Tiffany, op.cit.

7. Professional Growth In Adult Education

While it was true that the entire Institute was aimed towards professional growth of adult educators, two speakers addressed themselves specifically to two overlapping areas of professional growth relating to the individual educator and adult education in general. The Institute was fortunate in obtaining the services of two outstanding educators in this field. Dr. Nevitt Sanford, Scientific Director of the Wright Institute, is a leader in personality development and in professional growth in education. He was recently featured as a cover article in Education.* Dr. Jack London, Professor of Adult Education, University of California, is well-known in adult education for his penetrating and thoughtful articles and talks on the direction of adult education.

The major theme of both speakers was that if the student or the teacher is to grow and develop they must both cooperate in mutual interraction. Dr. Sanford emphasized that education requires more than learning in the pure cognitive sense. Learning must also occur in the development of the whole person, throughout the person, which makes cognitive development more likely and more adequate. If the student is to develop as a whole person, however, the teacher must be developing as well. If both the teacher and the student are to develop in both their person and intellect, it is necessary for them both to expose themselves to new experiences and challenging situations in order to gain increasing development.

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*Education, Nov.-Dec. 1971, Vol. 72 No. 2

Basic for the student to learn is the leadership role played by the teacher. If the teacher says that he has learned much from his students in any particular course of instruction, then it is very likely that the students have learned as well. If the teacher is self-actualized, or seeking it, he will encourage the learner to become self-actualized as well. On the other side, if the teacher becomes authoritarian, the learner must either be authoritarian or openly rebel.

Recent research has described three types of college teachers who react to change, and it was suggested that student growth will very much parallel the type of teacher with whom he is dealing. The first type, when faced with change, reacts by "holding their ground and doing exactly what they did before only more rigidly and determinedly." These teachers are still taken up with establishing a sense of controlling and competence in their disciplines. They look to perfection in their subject areas as being the ideal model for teaching. However, this type of teacher reacts very defensively in justification of his stand.

The second type of teacher reacts to change by embracing the new values totally, as a convert. Students become his reference group. He agrees with them because he has no answers to their questions either. Students generally react to this type of teacher by accepting him enthusiastically at first, but soon discount him as being merely another one of them with nothing more to offer than moral support.

The third type of teacher changes, but not radically. He hangs on to old beliefs, but not rigidly. He believes that he is still learning in his subject area and that he is still developing as a person. He is self-contained and cordial towards students, but rarely intimate with them. He is willing to share, but he does not insist on it.

The implications for development of the learner from these three types of teachers is, of course, obvious. With the first type, the student must either become rigid himself or turn off the experience entirely. With the second type the student becomes more disoriented and discouraged with a future in education. With the third type, he hopefully gains an ideal mixture of facts, beliefs, and directions.

Not so obvious, however, is the assumption that these are not static categories. Teachers are capable, if they are willing of changing from whatever present position they hold into a more integrated and wholistic one.

Dr. London elaborated on the same theme and placed it within the totality of adult education. He began with a historical review of the nature of adult education programs with a description with some of the historical causes of why adult education has increased, and shall continue to increase. A description was then made of what must occur in the minds of educators for adult education to properly carry out its function.

The first point is that we must maintain a proper separation between formal education for youth and education for adults. Education for youth comes to an end. Education of adults never ends. Learning for youth assumes that learning takes place best awy from the world. Adult education assumes that "the more experiences in life and work people have, the more eager they will be to learn and the more capable that they will be of learning."

To be effective in adult education, we must distinguish between education and training. At present, adult educators merely train. They provide schooling for particular skills and particular

functions, We in adult education are less successful, however, in "enlarging the prospectives, vision, and understanding of our adult learners." This is not to say, however, that there should be skill training by one and education by another. Instead, these two characteristics should be combined into one by every teacher.

There are two criteria necessary for a teacher of adults to provide the adult learner with "perspectives, vision, and understanding." One is that to succeed in changing others we must work deligently to change ourselves. Second, to ask the trust of students requires that we must trust ourselves.

The first criteria needs no further elaboration here, for it was described adequately above. The second, however, involves the student in the "trustingness" of the teacher. If the teacher trusts himself, he trusts his ability to motivate and guide the student in examining his own directions and goals. For example, if the teacher trusts himself he should be able to have his students help in the formulation of the curriculum, for they know their needs better than anyone. We must break away from the "banking system" of education as described by Paulo Freire in Pedagogy of the Oppressed, where teachers deposit knowledge into learners and the learners pour out the contents on demand of the teacher. With the banking concept of education we do not trust ourselves sufficiently to propose that adult learners critically evaluate or examine their reality.

Dr. London summed up by saying;

> We have to re-examine what is education and under what conditions can the best kinds of education take place. We have to be very critical of what prevails and goes under the name of education. We have a potentially tremendous role to play in the development of the new

technological society, and we must do so by promoting critical thinking. To do so, however, we must think critically. We, as teachers, must open ourselves up as learners as well as teachers.

8. Conclusion of Program Content: Strengths and Weaknesses

Examining the program content described in the previous section, there were particular strengths and weaknesses of which one should be aware. The summary presented, however, can not do full justice to the full range of views expressed by most of the speakers. The careful reader should refer to the speeches in full for his particular interest.*

The strengths of the presentations were mainly in providing an awareness of a "world view" to the teachers that extended beyond the immediate classroom and the world of adult educational pedagogy (and androgogy). The variety of speeches made provided a view of the urban poor and relationships of adult education to this group in a wide perspective.

The second strength of the presentations was that there was a major emphasis on the crucial problems of relating non-subject matter problems to the problems of the subject matter curricula in the classroom. While much teacher-training is in the area of specific techniques and methodologies with little concern on the needs of the total individual, most of the presentations emphasized the need for educators to examine the total individual in relation to many societal factors that directly affect the ability of the adult to learn in a specific subject matter curriculum.

A third strength was not directly related to the presentations but to the mileau in which they were presented. Specifically, it was the "gut level" experience that the community representatives provided

*Available on request from the Wright Institute

in their translation of the academic discussions to hard reality that helped provide an integration of the various themes.

As with any program content there were, of course, weaknesses. The major weakness was that there was no clear integration of the separate themes. Each one was presented with its own rationale and its own structure, with the integration of economics, with psychology, or with school programming, and curriculum were left to the participants. In some cases, speeches were not related to the urban poor, much less urban poor whites. Nor for that matter were they always related to education, much less adult education. The participants were therefore required to take many incapsuled views, and were required to integrate them themselves for their own purposes. This, of course, is not entirely bad, for then people use what they wish, but the participants should have had more assistance in integrating the separate views.

A second weakness was that there was little in the way of translation to practical application. As several of the participants stated in their evaluation of the Institute, "Now that we know all this, what do we do now? How do we get funds?"

A third weakness was that there could have been a bit more in the way of curriculum methodology. Particularly, the content of the program could have been immeasurably increased by encouraging teacher lead presentations of curriculum innovations that they themselves have produced. As was stated very forcefully by one speaker, individual teachers are really the experts when it comes to curricula for adults.

C. Institute Structure and Procedures

1. Participants

The initial plan was for the Institute participants to be recruited through State Directors of Adult Education in the states of Federal Regions VIII, IX, and X. A quota assigned by the U. S. Office of Education for each state, and the number that attended are contained in Table I.

TABLE I

Quota and Number Attended Wright Institute 1971 Summer Teacher-Training Institute, by Region and State.

State	Quota	# Attended
Region VIII	14	15
Colorado	6	5
Montana	2	5
North Dakota	1	1
South Dakota	1	0
Utah	3	2
Wyoming	1	2
Region IX	65	50
Arizona	5	7
California	56	40
Hawaii	2	2
Nevada	2	1
Region X	21	12
Alaska	1	3
Washington	10	5
Idaho	5	3
Oregon	5	1
Total	100	77

Program announcements and application blanks were sent to each State Director, and he was to distribute them throughout his state to local school districts. However, the lateness in funding meant that State Directors did not receive sufficient notice about the Institute to be able to recruit teachers while they were still teaching during the school year. The State Directors were given advance notice by the U.S. Office of Education that there would be training institutes, but the State Directors appeared to be *unable to make effective* use of this advance notice.

While there was a cut-off date of June 21st for the receipt of applications for the training institute, this date was waived and efforts were made through telephone contact with the State Directors to recruit teachers almost up to the time of the institute. In addition, the staff of the training institute made personal calls and visits to adult schools in the San Francisco Bay Area soliciting prospective participants. Thirty-four per cent (13) of the California participants were obtained by the Wright Institute through personal contact.

There were one hundred participant slots assigned to this training institute, and a total of ninty-two individuals sent in application forms for this specific institute. Eighty-eight participants returned forms stating that they would attend the institute and wanted specific types of housing accomodations. Seventy-seven participants actually attended. Of those who had specifically said they would come, with application blanks filed, acceptances returned, accomodations made, etc., only teachers from California did not appear of the ten non-appearances. These ten teachers were evenly divided between those who came from other parts of the state, particularly Southern California and

the San Joaquin Valley, and those who came from the San Francisco Bay Area.

The per cent of participants who attended the institute by region were as follows:

Region VIII	22%
Region IX	64%
Region X	14%
Total	100%

A composite picture of the institute participants can be described as follows: There was an overwhelming proportion of teachers (77%), but 13 per cent were administrators either of a school, state, or college program, with approximately ten per cent in other categories, such as counselor, teacher aide, or curriculum specialist. There were 47 per cent males and 53 per cent females. Their age distribution was as follows:

Age	Per Cent
20's	13%
30's	34%
40's	27%
50's	31%
60's	5%

Seventy-seven per cent of the participants were white (Anglo), twelve per cent were Spanish-surname (Chicano), seven per cent were black, and four per cent were Oriental. Those married constituted 75 per cent of the total, ten per cent were single, ten per cent were divorced or

separated, and four per cent were widowed.

Table II shows the nature of the adult education positions of the participants, by U.S. Federal region. While all were involved in adult education, and certified by their administrators that they would be employed in an adult basic education program in the coming year, not all were in an officially funded ABE program. Some were teachers in English as A Second Language programs (23%), some were teaching basic education skills in a prevocational or vocational program (12%), and some were in related basic education programs, such as ABE teacher aide trainer or adult education administrator (unspecified). California in Region IX and Region VIII (Mountain States) sent the most diverse groups of individuals. The other states provided participants directly related to ABE.

TABLE 2

Nature of Participant Position in Adult Education
by U. S. Federal Region

(Wright Institute Adult Teacher Training Project, 1971)

ADULT EDUCATION POSITION	ALL REGIONS	REGION VIII	REGION IX		REGION X
			CALIF.	ARIZ.NEV.HA.	
PER CENT NUMBER	100% (77)	100% (15)	100% (40)	100% (10)	100% (12)
Adult Basic Education	58.4 (45)	40.0 (6)	47.5 (19)	80.0 (8)	100.0 (12)
English as a Second Language	23.4 (18)	20.0 (3)	32.5 (13)	20.0 (2)	-
Basic Education: Pre-Vocational or Vocational Program	11.7 (9)	33.3 (5)	10.0 (4)	-	-
Other	6.5 (5)	6.7 (1)	10.0 (4)		

The participants were asked what occupation they held other than their one in adult education. Only eight per cent said they were full-time elementary school teachers. High school teachers or counselors accounted for 23 per cent, and 15 per cent were public school administrators or other school specialists. A remarkable 48 per cent held no other job, ranging from 25 per cent in Region X to 79 per cent in Region VIII. Seven per cent held full-time non-educational jobs--all in a skilled trade.

Table 3 shows the place of employment in adult education, by

TABLE 3

The Place of Adult Education Employment of the Summer Institute Participants by U.S. Federal Region

(Wright Institute Adult Teacher Training Project, 1971)

PLACE OF EMPLOYMENT	ALL REGIONS	REGION VIII	REGION IX		REGION X
			CALIF.	ARIZ.NEV.HA.	
PER CENT NUMBER	100% (77)	100% (15)	100% (40)	100% (10)	100% (12)
Public Adult School	59.7 (46)	40.0 (6)	75.0 (30)	50.0 (5)	41.7 (5)
Adult School Center*	22.1 (17)	46.7 (7)	17.5 (7)	30.0 (3)	-
Community College	13.0 (10)	13.3 (2)	7.5 (3)	- -	41.7 (5)
4-Year College	3.9 (3)	-	-	10.0 (1)	16.6 (2)
Other	1.3 (1)	-	-	10.0 (1)	-

*Part of a public school system, but the location is a separate adult school center.

region, of the summer institute participants. Eighty-two per cent were employed by a public school system with 22 per cent of that number in a separate adult center. These percentages were approximately the same except for Region X, where 42 per cent were from community colleges (principally Washington state), and another seventeen per cent from a 4-year college (principally Idaho).

Finally, in this brief description of the kind of participants who attended the training institute, 48 per cent have worked in adult education two years or less, and 20 per cent had worked over five years, Fifty-two per cent worked ten hours or less per week, but 27 per cent worked 30 hours or more.

Table 4 shows the racial and/or ethnic distribution of the

TABLE 4

Racial/Ethnic Distribution of Adult Education Students of Teacher Training Participants by U.S. Federal Region

(Wright Institute Adult Teacher Training Project, 1971)

RACE/ETHNIC DISTRIBUTION	ALL REGIONS	REGION VIII	REGION IX		REGION X
			CALIF.	ARIZ.NEV.HA.	
PER CENT	100%	100%	100%	100%	100%
White	39.7	46.2	29.8	35.9	70.7
Spanish Surname	34.4	30.7	41.9	38.8	8.7
Asian	10.1	10.6	9.7	13.5	7.6
Black	8.6	3.7	11.9	8.4	2.9
American Indian	3.6	8.2	.5	2.5	9.6
Other	3.6	.6	6.2	.9	.5

adult education students in the programs of the training participants by region.

While the training institute was to focus on the problems of poor urban whites, only 40 per cent of the students of the participants were classed as white. However, 71 per cent of the students were classed as white in the Northwest states of Region X. Approximately the same number of students were of Spanish-surname (34 per cent) in the three regions. Asian students accounted for ten per cent of the total. Only four per cent of the students were American Indians, and as would be expected, the Northwest and Mountain states accounted for most of these percentages.

The participants were asked about the economic class of their students, as the Institute was concentrating on urban poor. Table 5 shows these distributions by region.

Seventy-seven per cent of the total students in adult education programs of the summer teacher-training participants were classed as either blue collar or white collar. While it is expected that a majority of students in an urban program would be blue collar with a substantial minority of white collar, it was unexpected to find five per cent of the students classified as middle-class by their teachers. However, a substantial percentage of those figures came from the Seattle area at a time when the aerospace industries were suffereing from widespread unemployment.

It was unanswerable as to why as much as seven per cent of the students were of rural background when the training institute was particularly aimed at the urban poor. Most of the teachers with rural students, however, came from California, which accounted for almost

TABLE 5

Economic Class of Adult Education Students
of Summer Teacher Training Participants
by U.S. Federal Region

(Wright Institute Adult Teacher Training Project, 1971)

ECONOMIC CLASS	ALL REGIONS	REGION VIII	REGION IX		REGION X
			CALIF.	ARIZ.NEV.HA.	
PER CENT	100%	100%	100%	100%	100%
Middle	4.5	1.2	5.2	.3	6.7
White Collar	13.3	8.9	15.3	5.6	17.8
Blue Collar	63.7	80.0	55.3	65.4	61.9
Rural	7.0	7.1	7.6	10.0	1.8
Other (Unspecified)	2.2	-	3.8	16.5	-
Do Not Know*	9.3	2.8	12.8	2.2	11.8

*Indicates percentage in many classes of students whom the teacher doesnot have information about economic background.

60 per cent of the total rural students.

Taking the above section about the participants into account, particular strengths and weaknesses could be extracted. The first was that there was an adequate mixture of participants from the three regions, but there could have been a slightly greater number of participants from states within each region. For example, Montana, Colorado, and Arizona were adequately represented, but there could have been more participants from Nevada, the two Dakota's, Oregon, Utah, and Washington.

The second was that the participants said that they preferred having administrators present in a program, and it is our belief that the proportion of teachers to administrators could have been in a greater ratio than there was. There were simply not enough administrators to provide interaction with teachers within the various study groups. As one administrator said, which was substantially repeated by teachers,

> It was of greater value to have administrators, teachers, coordinators, etc., together in one institute than to have separate ones. I would further recommend that high level administration (Directors of Adult Education, Superintendents, etc.) and School Board members also be included in future institutes. Their attitudes and ideas need expression and change too.

The third was that there was an adequate distribution of ages, which helped modify the so-called "generation gap" among teachers in adult education. Many of the younger teachers found that being older was not a barrier to accepting new ideas, and many of the older teachers found that "young upstarts" had useful ideas and were not totally intolerant towards the "aged." It may be that there is a diminishing return on training investment of those over sixty, as far as a government program would be concerned, but most of the over sixty group had sufficient tenure and position in their district that they could effect substantive change when they returned to their district.

It was also useful to include basic education teachers in other programs than just ABE programs, as many of the ABE teachers were not aware that there was basic education in vocational programs, and many of the basic education teachers in vocational programs were not aware that they were facing the same difficulties found in the ABE programs.

There is some question, however, whether ESL teachers should be included in this type of program unless they were previously thoroughly

grounded in ESL teaching methodology. Many of the ESL teachers commented that while the Institute was a useful experience for them, they had more immediate problems of developing effective ESL curriculum before they could get to the point of integrating more of the broader issues that teachers of the native born are able to expand upon.

Despite the fact that many of the California teachers had not been recruited specifically for this type of training institute (there were many ESL teachers who worked exclusively with Spanish-surname people and other non-English speaking groups), it was discovered that when classed either by age, sex, or type of job there were no apparent differences in how the participants responded to the Institute. That is, in terms of gaining from the information provided at the Institute, it made little difference whether the participants were male or female, administrators or teachers, ESL or ABE teachers, young or old, or geographic location. Virtually the same percentage of those who did or did not profess to gain from the Institute were found in every distribution. This area will be further expanded upon in the evaluation section.

2. Instructional Staff

The instructional staff was composed of four groups of people: (1) outside consultants who had recognized expertise in a field through publications and lectures, (2) specialized professionals who had particular field experience, (3) community representatives who were poor whites involved in community action programs, and (4) study group leaders who were graduate students in psychology, with experience in education and group dynamics.

It was not directly intended that the instructional staff would develop in the significant dimensions that it did. It was expected that the established experts and other professionals would carry the dominant theme of the institute, with the community representatives and graduate students merely integrating the formalized learning with the participants' own experiences. However, it was discovered that the recognized experts and other professionals merely provided a focal point for a considerable expansion and development of information which met the goals of the conference more realistically.

While the recognized experts gave presentations, the community representatives brought home the verbalized presentations with direct examples and experiences that the participants could not and were not allowed to ignore.

The group leaders provided equally significant educational experiences. It was through the skill of the group leaders that the participants were able to directly apply the various data inputs. The group leaders enabled the participants to explore the ramifications of the information they received from the experts and community people. In addition, the group leaders provided the understanding atmosphere for the participants to attempt to integrate the experiences that they were being exposed to with the experiences of their own teaching experiences.

As could be expected, the instructional staff as a whole had both strengths and weaknesses. The strengths of the *outside* experts were that they had recognized reputations or experience with facts and the abilities to express those facts in ways that the participants had to consider even though they might disagree with particular issues. The

strengths of the community representatives were that they made aware to the participants that a large percentage of those in the community who could best benefit from ABE programs did not participate because of a variety of factors. These factors were expressed as ranging from a lack of courses or programs directly useful to their needs, to patronizing and demeaning treatment toward the poor by basically middle-class teachers and administrators of adult programs. The strengths of the group leaders were that they were socially aware of the issues presented at the Institute and were able to integrate the issues with the needs of the participants. The group leaders also were personally sufficiently secure and flexible that they were able to take their participant group outside the formal classroom atmosphere to a more informal atmosphere in the surrounding neighborhood.

The weaknesses of the outside consultants were that some came with what could be called "canned" talks that they had undoubtedly given before to other groups with little relation to the needs of the Institute. This occured despite the fact that the consultants were made well aware beforehand, in some detail, both of the kinds of information they were to present and of the audience and its needs. It appeared that those consultants with little reputation related to the direct needs of the participants more than did those with greater reputations. This could possibly have been avoided, however, if the consultants could have met with the staff prior to the Institute and have observed the participants several days before their talk in order to directly relate to the audience.

The weaknesses of the community representatives were that as community representatives of the poor toward "the establishment" in their daily lives, they were unable to take themselves out of their usual role

of anti-establishment advocates for change when faced with more establishment types in the form of educators. Also, because of the particular community representatives chosen (all from two nearby locations in very similar community action programs), they were always open to the charge from some of the participants that they really did not represent the poor, for they were only one example. However, that would always be the case, no matter who were chosen.

A weakness of the group leaders was that most of them were basically insufficiently experienced in dealing with older teachers who were able to use their years of experience to counter the influence of their "leaders." In addition, the idealogical generation gap, typical of this last decade, at times impeded a free flow of information between the participants and most of the group leaders.

3. Methods of Presentation

The learning experiences of the training institute were developed with three components. One component was to provide a formal lecture whereby consultants would present basic information to the total group of participants. The second component was for the consultants to carry on additional work in small group seminars. The third component was for the small group seminars to split into even smaller self-study groups so that the issues and information presented by the consultants could be integrated and applied to individual circumstances in a sufficiently small enough group to encourage the individual expression of the participants.

The strengths of this approach to training were that (1) a consultant could give basic information which could be presented to the

group as a whole without a need for individual interaction, and (2) the further elaboration of the consultant's presentation could be effectively exploited by the small discussion groups and smaller self-study groups. The question of the inter-relation of these three components will be further elaborated in the section on administration of the program.

This variation in presentation was especially useful for some consultants. Some were ineffective in large groups for a variety of reasons, including a lack of stage theatrics necessary for speaking to large groups, or having too abstract a speech without being able to provide immediate elaboration. For these speakers the small discussion groups proved very helpful to them, for their original ideas could be then explained in detail.

The principle weakness of this variation in presentation was that very often a consultant had said all that he was able to say in one presentation. The smaller discussion groups merely served as a forum for him to reiterate his previous comments. The second weakness was that the scheduling of the three phases of presentation for four groups of participants became at times insurmountable to allow each consultant, each discussion group, and each study group a sufficient amount of time for interaction.

Discussion groups had a drawback in that as time went on a few of the participants in a group of twenty-five were able to dominate discussions by questions they would ask the speaker or monologues they would carry on in the form of questions to the speakers. The small self-study groups eliminated this drawback, both because the number of "group dominators" were not as many and because the other members of the small group more easily exerted social control.

D. Administration

1. Procedures of Planning and Development

In planning the program of the training institute, the most critical requirement was in finding appropriate teaching personnel. It was not only a question of finding qualified personnel who knew about the urban poor, but also of finding qualified personnel who knew about urban poor whites. There are literally dozens, if not hundreds, of experts in all fields of education and the social sciences who can discourse on the problems of blacks and the ghettos. Books, articles, and government reports abound with studies on the black population. However, finding appropriate speakers for this particular institute sometimes took several days of calling well-known experts in their fields in the major universities and colleges, both in the San Francisco Bay Area and elsewhere in the nation. And, as described earlier, even most of these consultants were insufficiently knowledgeable about poor urban whites. The comment by colleagues of one of the speakers on economics of the urban poor white seemed to be typical: "Why not list their names in ten minutes and sit down."

Once the consultants were found, the remaining time was devoted to arranging format development with each individual speaker. It was also believed necessary to obtain and reprint previous published works to better acquaint the teachers with the consultants' subject areas. However, the major part of this phase of the program planning and development work was finished by the time that the proposal was written and negotiated for contract approval.

The remainder of the time on program planning and development was spent in administrative detail preparing program announcements,

application forms, evaluation forms and other printed announcements, arranging housing and classroom space, and answering innumerable telephone calls from prospective applicants.

In carrying out the specific planning for the training institute a variety of resources were used. The bulk of the planning was carried out by the project director, assistant project director, and the project secretary. In addition, assistance was derived from staff associates of the Wright Institute. These associates are experts in psychological and sociological fields primarily related to personality development, higher education, and social action. Assistance in planning was also obtained from friends in the local Bay Area academic community. However, the majority of the planning was carried out in close cooperation with the Region IX U.S. Office of Education Program Officer in Adult Education.

The evaluation planning was designed for a variety of times and a variety of purposes. A pre-test was conducted of understanding, awareness, and attitudes, of and towards adult students, some of which was built into the application blanks. An immediate post test at the end of the Institute was planned with the same purposes in mind, and a three-month post test was planned to determine if any long-range value had been gained from the Institute. In addition, daily evaluation reports were collected from the participants themselves to give immediate feedback as to the impact of the daily presentations.

Finally, the small study group leaders themselves were utilized to provide daily feedback on organization and direction of the

of the daily activities. The uses of the various methods of evaluation will be described in more detail in the section on evaluation.

2. Organization: Staffing and Facilities

The organization of the institute was designed with one director, one assistant director, one secretary, and eight study group leaders. The study group leaders were employed only during the time of the conference, and they had specific activities planned for them. As described previously, the group leaders were to lead the small self-study group sessions and provide daily feedback to the project administration about needs and problems of the participants and direction of the training. Arrangements were made with the University of California for dormitory space, and classroom arrangements were found close to the dormitory facilities.

3. Uses of Scheduling

The scheduling of the trainee time for the two weeks was entirely between the hours of 8 - 5, Monday through Friday. The scheduling started with four speakers on the first day and five speakers on the second. On the second day, it became apparent that the continuation of such a heavy schedule would result in no learning taking place whatsoever.

It became immediately apparent that the participants would be unable to cope with such a heavy degree of content from many speakers without significantly more time for integration. For example, on the morning of the first day four consultants spoke. That afternoon there were two discussion group periods in which all of the participants met with at least one of the consultants. Then one and one half hours were devoted to the small self-study groups. On the second day there were two

discussion group periods when the participants completed their discussions with the speakers of the previous day. The afternoon was devoted to five fairly short speeches with one-half hour devoted to study groups.

This schedule was entirely too heavy a pace for the participants to maintain even though the conference was only for two weeks. However, because of previous commitments to speakers, some of whom came great distances, it was difficult to do much about the number of speakers, although adjustments were made in this regard where possible.*

In response to requests from the participants, more flexible planning was built into the schedule. This was particularly done so that the self-study groups could spend more time together. By the second week the schedule was down to either one or two speakers per day. This administrative changing in schedules, however, provided a graphic demonstration of one of the major themes of the institute: pay attention to your students and change when you have to. This change was not done easily, requiring much administrative time, as is typical of any adult program, but we maintain that maintaining flexibility is one of an administrators principle jobs.

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*Though the heavy lecture schedule was equally heavy for the staff, a check after the Institute of the time spent in lectures showed that only 46 per cent of the time was in formal lectures, and 54 per cent was in small discussion groups or self-study groups. These figures are based on the total time of both lectures and study groups. Lunch, coffee breaks, etc. were not included. However, even 46 per cent was too long.

4. Administration Strengths and Weaknesses

In terms of administration the strengths of the Institute were that an attempt was made for organizational communication between the participants and the administration of the Institute so that there could be an understanding of the participants' needs. The second strength of the Institute was that it was organized in such a way that there could be limited flexibility in the schedule. In all fairness to the participants, however, there could and should have been more.

The housing facilities that were provided were very adequately cared for through the excellent support of the Housing Office of the University of California. Classroom space, which was provided at a local seminary, was of adequate design and contributed to a feeling of informality among the participants.

There were significant weaknesses of the administration of this training institute. The volume of speakers at this two-week institute would have been more appropriate for a three-week institute. Secondly, the administrative staff was woefully understaffed. In order to properly care for the needs and requests of applicants before the institute, trainees during the institute, and evaluation of the institute, there should have been two assistant directors rather than one; one in charge of administrative services and the other in charge of evaluation. And, there should have been an additional clerk typist to assist.

In order to more effectively respond to participants during the institute it would have been more appropriate from an organizational point of view to have the small study group leader elected by the participants from the participants themselves. Then the students who were hired as group leaders could have taken over the usually onerous duty

of secretary and recorder of the group. With this different organizational rationale, the elected "participant group leader" would have made the rest of the group feel that they had a "direct pipeline" to the administration by "one of their own," rather than having their views "filtered" by appointed administration group leaders. In addition, the student group leaders then could have been true resource people assisting the visitors from other areas in adjusting to their new environment.

A further weakness was in the planning and use of the community representatives. Because of their natural intransigence toward anyone in any establishment, it may have been quite difficult to give them a role to play, especially if they wanted to maintain another role. However, the community representatives could have been more limited in their involvement in the institute and placed on a more formalized basis than they had been.

In the same regard, if there had been more time in planning the institute than the less than two months that were available, community representatives, as well as representatives from local ABE programs, could have been and should have been involved in the planning of the institute.

In terms of the facilities there was one major weakness which hampered closer informal interaction of the participants. First, not all participants stayed in the dormitory facilities. Second, those who did stay were mixed in two buildings with other groups attending conferences at the University. Third, recreational facilities were not available when participants could use them (i.e., after 5:00 p.m.). It would have been better for the participants to have all stayed in a central location by themselves with recreational facilities very near at hand and available when needed.

A minor weakness was that it was thought that if a training institute was held in the center of an urban area well-known for the

diversity of its amusements and things to do, there would be no need of formal social direction from the institute staff. However, many teachers from other areas felt so insecure in their ability to "go places and do things" that they felt as isolated as though they were in a small town. There could have been more direction provided for off-hours recreation other than lists of restaurants and other amusements.

III. EVALUATION

A. Introduction

Evaluation of the Institute was considered with several components in mind. Evaluations were considered both on an immediate short-run basis and a long-term basis.* As would be expected, the long-term evaluation would be directed towards the success or failure of the Institute as a whole. In addition, however, a short-run evaluation was made on a daily basis to increase the possibilities of short-run successes. Specifically, an evaluation was made of (1) the change in the participants before and immediately after the training institute, (2) the success and relevancy of the Institute content, (3) the immediate functioning of the Institute, particularly in terms of adapting to immediate needs of the participants as described in the previous section, and (4) the success of the Institute in effecting immediate plans for action and the carrying out of these plans on a long-term basis by the participants.

B. Pre-Testing and Conference Evaluation

The pre-test was given on the first day the teachers attended the Institute. The participants were asked the usual socio-economic data and

*See Appendix C "Pre-Evaluation and Daily Evaluation Questionnaires" and Appendix D for "Post Evaluation Questionnaires."

background of themselves. They were also asked about what kinds of students they had, and they were also asked about their relationships with their school, community, and administration. In addition, they were asked about what they wished to learn about, and what they would do with this information when they returned to their home community.

At the end of each day the participants were asked to respond briefly to their beliefs about the usefulness of the day's activities. They were asked to describe each of the speakers, but many also added elaborate comments expressing their editorial views, principally about the training insitute.

They questioned, praised, attacked, and justified almost everything that was happening that day. They liked or disliked the usefulness of having a particular speaker. They liked or disliked lectures, study groups, individual staff, or there should be coffee or iced tea at the breaks. They full intended to be truly participating participants.

In addition, the group leaders were asked to give reports about what the members of their study groups were saying. In this way adjustments were more appropriately considered in terms of the desires of the participants.

The results of the pre-testing will best be understood when compared with the post-testing, both immediately after the Institute and the three-month post evaluation. These comparisons are particularly in terms of an understanding of their students and an understanding of their role and effectiveness in their local programs.

There were some specific observations made by the participants, however, that should be of use to others who may put on a training institute. One of these is in the area of subject matter. Because of the

diversity of teaching areas, particular regional needs, and areas of expertise by teachers, administrators, and counselors, there were a variety of responses and needs. Or to put it more simply, you can't satisfy everyone.

With the exception of one speaker on the community college experimental program, every other speaker was evaluated ranging from "very poor" to "outstanding" by the participants. As far as the subject matter content was concerned, the participants found that much of what any one individual learned would not particularly apply to him, but at the same time there were many areas that he found particularly fascinating for his needs.

There were two major areas, however, that developed some controversy in terms of general needs of the group. One was that discussions on planning and organization were believed to be of little use by the teachers. Their attitude was summed up by one teacher who said, "This is all very interesting, but I have no influence over what my administrator does."

The second area of controversy was that of curriculum. As shall be described in more detail later, many of the participants insisted that they came to learn about curriculum, and they wished that they had a good deal more than the limited offering presented.

The type of consultants who were at the Institute did, as would be expected, receive a mixed review. Those with "stage presence" received more favorable reviews, whatever their content may have been, than did those who were more academic in their presentations. In fact, stage presence occasionally made up for lack of content, whereas the content of two speakers was virtually lost because they had no stage

presence according to the participants.

The reactions of the participants to the administration of the Institute again ranged from excellent to very poor. Despite administrative breakdowns, disfunctions, etc., in a hectic two weeks, the one most favorable view of the administration by the great majority of the participants was summed up by one who said:

> The flexible structure of the Institute told me that the administration was responding to our immediate needs (as we have been advised to respond to the immediate needs of our own students) and to the democratic principle (as we have likewise been advised to do in our classroom).

Generally speaking, however, the administration of any training institute, as is true of any organization, cannot satisfy everyone at all times, or possibly even most of the time. The administrators must, however, remain as flexible and responsive as possible and be ready to accept an even ignore criticism because they did or did not do something that was particularly wanted by someone. The important thing for any administrator to remember is that any flexible changing that is made must pay off with the total purpose of the training in mind. Those problems or suggestions that arise on a daily basis must be evaluated on the basis of how a change affects the total outcome desired.

C. Post Evaluation

1. Short-Term Post Evaluation

On the last day of the Institute the teachers were again asked many of the same questions that they were asked at the beginning of the institute. One of the questions that was asked was in areas of learning desired by the participants. The question was asked before and

after the Institute: What do you wish to learn most about (pre), and What did you learn most about (post). The answers to these questions are shown in Table 6, "Views of Learning Areas Before and After the Institute."

TABLE 6

Views of Learning Areas Before and After the Institute

(Wright Institute Adult Teacher-Training Project, 1971)

What do you wish to learn most about during these two weeks? (Pre)
What did you learn the most about during these two weeks? (Post)

	Pre*	Post*
Psychology of Urban Poor	34.6%	70.5%
Sociology of Urban Poor	33.2	58.4
Economics of Poverty	12.4	28.4
Organizational Structure & Change	17.2	18.4
Program Development	50.5	14.2
Curriculum	31.5	10.0
Counseling	23.5	8.4

*Per cents do not add to 100% because of multiple responses.

The figures on Table 6 show that the major concerns of the Institute concerning an awareness of the particular population we were interested in were, in fact, realized.

Two of the areas in Table 6 deserve special comment. While one-half of the participants wished to learn about program development, only fourteen per cent said they did, in fact, learn about program development. However, the speakers on program development addressed themselves to the design of programs with particular reference to the sociological and psychological needs of the urban poor. The particular discussions on program development made by Harvey Rhodes, Patricia Hertert, and Leon Ginsberg, all practicing administrators in programs they had developed,

were described within the mileau of the needs of their particular population. The participants apparently did not consider these discussions as the nuts and bolts of program development, but instead as an awareness of the population, which we believe is of critical importance to the development of any program, as was stated in comments:

> The psychology of the urban poor seemed to be stressed more than any other phase. If one understands these needs, then the individual can be taught accordingly.
>
> The presentations of Dr. Rhodes, Dr. Hertert, and Mr. Ginsberg gave a lot of information on the sociology and psychology of the urban poor.

In the same way, almost one-quarter of the participants wished to learn about counseling before the Institute, and very few said they learned about counseling at the end of the Institute. Again, the counselors spoke on the mileau of the poor urban adult, and in specific techniques of counseling. If the themes of the various counselors could be extracted, it was; if you understand your counselee, your counseling will follow naturally.*

The views towards the desire to learn about curriculum was particularly dramatic. Despite advance notice to the participants about the nature of the Institute, and its concentration on non-learning problems affecting ABE students, 32 per cent of the participants came expecting and demanding detailed curricula, audio-visual techniques, program learning, and other methodologies of classroom teaching. At the end of the Institute several still wished they had this information and were

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*It is unfortunate that such a formal term as "counseling" has become so rigidified that it cannot be taken out of the context of "a counselor" or "a program developer," as though it is the responsibility of a person with that title to carry out this activity rather than the responsibility of everyone, including the teacher, in the educational program.

quite unhappy that they did not. Even at the end of two weeks of constant exposure to fundamental needs of a poor adult population, they insisted that what was important was a perfect curriculum, almost as though they saw their classroom difficulties in terms of the subject matter content. They held these beliefs even when curriculum experts said that methodology was the least important aspect of classroom teaching. However, some thought as did the following participants:

> I came with thoughts of gaining more ideas of how and what to teach, and I did.
>
> I thought I was going to get a lot of ABE curriculum and program development. I am not disappointed.

The participants were asked how they expected to acquire the information for which they came, and how, in fact, they did gain their information. Their answers were as follows:

	Pre	Post
Formal talks and lectures	34.6%	47.1%
Small formal discussion groups	50.5	47.1
Informal discussion with other participants	39.4	21.3
Study groups	-	28.4

What is interesting from these figures is that there was a significant increase of how they, in fact, learned. While a majority of the participants were complimentary, if not enthusiastic, about the study groups, only 28 per cent said that they had gained most of their learning in these groups.

The participants were asked before the Institute how they use information gained in training situations to the teaching processes in their job. Their views were virtually the same before and after the Institute on specific curriculum inputs (22% vs. 21%) and long-range curriculum (20% vs. 18%). However, a significant increase in the number

of participants believed that they would utilize information through some new understanding of their students (61% vs. 71%). The increase in understanding was even more dramatic when the question was asked, both before and after the Institute, in what ways do or will your students benefit most from your participation in training institutes? Very few said that their students would benefit from up-to-date teaching information (42% vs. 11%), and few participants said that their students either did or will benefit from up-to-date course information (22% vs. 12%).

However, the percentages increased dramatically on responses to better communications with students (52% vs. 80%), and a better relationship of classes in group situations (14% vs. 37%).

Before and immediately after the Institute the participants were asked how they shared information gained at training programs with others in the local staff. Both before and after almost 80 per cent said that they would share information in informal talks with associates. Only 20 per cent said that they would provide formal talks or learning situations. Though 12 per cent said before that they would have formal meetings with selected staff members, that percentage increased to 28 per cent as though some of the teachers were determined to go back and provide a systematic imparting of knowledge. And, as we shall discuss in results of the long-term 3-month evaluation, these estimates made at the summer Institute were very close, in fact, to what happened when they got home.

2. Long-Term Post Evaluation

A long-term evaluation was made to discover if there was any difference in what the participants understood and learned and planned

as they expressed in the summer would, in fact, be what they did when they returned to their local school situation. Mailed questionnaires were therefore sent out to the participants three months after the school year began. Only one questionnaire was not returned. These questionnaires were analyzed by federal region in terms of the following areas:*

1. The type of work the participant was doing and the per cent of time spent in various activities.
2. What did they, in fact, do with the information they gained at the Institute (whom they talked to, what they specifically did with the information, and what limitations they found in carrying out specific plans).
3. A repeat of the questions were asked on the type of students they had, particularly socio-economic data and various non-learning conditions that might affect their ability in an adult basic education program, such as housing, police problems, transportation problems, etc.
4. Repeat questions on the participants' view of their local administration, school climate, and career fulfillment.

We were concerned with discovering whether the participants had an accurate perception of their programs and students.

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*It was not the purpose of this long-range follow-up questionnaire to discover the details of their work or their students that have been described in many other studies of adult basic education. Such statistical figures as numbers of class hours, per cent of time spent in classroom activities, and details about the nature of the students of these particular institute participants would be of little use to trainers or researchers in adult education.

In the three-month post evaluation the participants were again asked their views on the strengths and weaknesses of the Institute. Their views were substantially the same as they were when they had immediately finished the Institute.

While the following figures reflect the general view of the participants, it must be remembered that these figures are based on volunteer comments in the post evaluation, rather than specific answers to specific questions. That is, the percentages cited could well be larger if the participants were asked those specific questions. With this qualification in mind, 38 per cent of the participants believed that the Institute was successful in both the topics and speakers presented.

Other favorable comments included statements that participants were happy with the Institute, that the Institute caused reflective thinking and made people aware, etc. Favorable comments including those about speakers and topics totaled 63 per cent of the participants, with a description fairly equal among the various federal regions, as described in previous statistical descriptions.

Unfavorable reactions from participants were that there were poor speakers and topics (6.5%), with a total of seventeen per cent (including this category) stating that the Institute was unrealistic and/or idealistic and/or antagonistic and/or vulgar.

These dry statistical figures were more dramatically exemplified by numerous statements relating to successes and failures of the Institute. One participant said:

> I don't feel that the type of thing that I'll be taking home deals with methods, techniques, or books. Rather than this, I am taking with me a personal attitude change.

This was elaborated in more detail by another participant who said:

> The experience at the Institute has been very valuable to me, and I have gained new insights into the purpose and function of ABE education in our society, into the role of the teacher in bringing about necessary changes in society's attitudes towards the educational system and the community it serves, and into the nature of many federal and state programs of assistance designed to improve the lives of the nation's poor population.

Criticisms, however, were generally around the areas expressed by the two following quotes:

> My general impression of the teacher-training Institute was that it was overwhelmingly negative--all the wrongs in society were pointed out, but no concrete solutions to the problems were offered or even discussed.
>
> The quality of speakers was probably the best in the nation for your apparent purposes, but I am strongly opposed to that aim and focus.

A second area of concern to the Institute administration was whether the format was useful to learning. This format was with the groups of formal lectures, small seminars, and smaller self-study groups. We have already seen that 47 per cent of the participants said that they had learned most from the formal lectures. Of particular interest to a facility of learning was the usefulness of the self-study groups. Twenty-one per cent said self-study groups were an excellent way to increase participation and understanding and another seventeen per cent responded by saying that they did not think there were enough small groups. As two participants said:

> The self-study groups were probably the most meaningful part of the conference for me. They were smaller and made it possible for me to open up a bit and have my say.
>
> The study groups concept was very worthwhile. It served as an agency for reaction, presented a more informal setting for clarifying ideas, and exchanging points of view.

The only criticism of the small self-study groups were that all participants should have been required to attend because often they did not, and that some of the group leaders were not adequate. Considering the purpose of the groups, these criticisms could be considered quite minor.

As the bringing in of community representatives was originally considered innovative, the participants immediately after and three months after the Institute were generally favorable towards the presence of the community representatives. Thirty-two per cent of the participants volunteered that the community representatives were a strength to the Institute. As one participant summed up the general view succinctly:

> The community consultants were very valuable to the presentation of this Institute on the poor white. There is a great difference in feeling the bitterness and animosity of these people on a "gut" level with evidence of much emotion, as opposed to reading or hearing about those people.

However, a substantial minority view was expressed by the following quote:

> The community people were very hostile against many things, but it is my belief that most of the things said were mostly their own personal beliefs, and not the majority of the white poor.

In both the pre test and the long-term evaluation, the participants were asked a variety of questions about their students. These questions were asked to see if the participants knew more about the "bodies" in their programs other than their educational ability level. Questions were asked on their students' housing, medical problems, transportation, drugs and alcoholism, police problems, whether they were on welfare or not, whether they were single-parent families or married families, whether their students had children and how many, and such more common things as marital status, age, race, socio-economic status,

and reasons for being in their program.

There was a tremendous inconsistency in the replies in most of these variables under question.* The data that was generally comparable was race and ethnic background, per cent of students on welfare, age, per cent of students who were classed as poor, and reasons students were in the classrooms. Comparing all of the federal regions, again dividing California from the rest of Region IX, there was little in the way of percentage differences on the teachers perceptions of the proportion of racial or ethnic breakdowns in their classes. They also had a good understanding both before and after the Institute about the reasons for their students being in their classes.**

The participants were also fairly accurate on the average age of their students. There was virtually no difference by participants in Region X and the participants in the other regions were off on the average of only three to four years.

When economics was a basis for consideration, however, there were significant distinctions. In Regions VIII and X the participants under estimated the per cent of students on welfare on their pre test from eight per cent to twelve per cent on the average. In Region IX the

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*In part because readers of questionnaires often do not read instructions. Individuals would put a check when percentages were called for, would put percentages when rankings were called for.

**There may be a question as to the reason why adults are in adult education classes when they cite scholastic, personal or social reasons, for the question is what are their purposes beyond getting a GED for undefined personal reasons. However, that is a question that must be asked in systematic research and not here.

California participants over estimated the per cent of students on welfare by six per cent (43.4% to 37.2%), and the Arizona, Nevada and Hawaii group over estimated by ten per cent on the average (33.0% to 22.8%).

Considering the average per cent of students who were poor, by region, the differences are shown in Table 7.

TABLE 7

Average Per Cent of Students Classed As Poor, of Summer Institute Participants, by U.S. Federal Region

(Wright Institute Adult Teacher-Training Project, 1971)

REGION	PRE	POST
VIII	54.6% - 62.2%	66.8% - 74.2%
IX		
Calif.	67.1 - 76.3	53.6 - 61.1
Ariz., Nev., Hawaii	47.6 - 54.2	57.0 - 65.6
X	30.5 - 40.4	41.8 - 50.0

Comparing the participants' estimates of what per cent of their students were poor, there were low estimates of at least ten per cent from the pre and post test, with the exception again of California, where the participants overestimated the number of poor students by an average of at least thirteen per cent.

Even more dramatic differences arose when comparisons were made of the participants who said that over 80 per cent of their students were poor. That is, there was a significant increase in awareness by the participants in just how many of their students actually were economically impoverished. Comparing federal regions, there were 10 to

40 per cent increases in the number of participants who said that at least 80 per cent of their students were poor (excluding California).

Considering these differences described above in these various categories, the following tentative observations can be made. When it came to basic information about their students, such as age, race, or housing, transportation, drugs, police, etc. problems the participants knew approximately as much before they started the Institute as they did afterwards. And, when it came to the last category of housing, etc., anywhere from one-fifth to one-fourth of them were not interested in discovering this information either before or after the Institute.

When it came to understanding the condition of poverty of their students, however, there appeared to be significant differences in the participants awareness of their population. It was most significant that an awareness of the marital status of their students increased from 70 per cent of those who were at all aware of the marital status to 96 per cent who became aware. But an understanding of per cent of students who were poor or on welfare became more significant. How the participants use this information shall be described below.

It can be concluded, therefore, that there was a substantial increase in awareness of the students in ABE programs by the participants.

Because a segment of the Institute was to provide a better understanding of adult school organization, systems, and personal development, the Institute participants were asked questions before the Institute and on the three-month evaluation relating to their school climate, their administration, and their career fulfillment.*

*The data derived here is from a pre and post test of a questionnaire developed by Robert J. Coughlan, "Dimensions of Teacher Moral," American Educational Research Journal, 7:2 March, 1970. The questions were adapted in language to fit adult education situations rather than public school situations. See Appendices C & D.

1. School climate questions were asked concerning school effectiveness of the instructional program and of student development.

2. Administration questions were asked on work organization and improvement, communication, and supervisory practices of the supervisor or principal.

3. Colleague relations questions were asked on what is the nature and extent of communication among staff and staff groups.

4. Community relations questions were asked on how the school meets the interests of a total community as well as adapting to demands of community pressure groups.

Out of fifteen questions, only four had a substantial (over 10% difference) change in the pre and post tests. In terms of a favorable response to the questions, there was an increase of 30 per cent on the question relating to measurement procedures for student progress. That is, the participants were more pleased in what they had been doing in evaluation after the Institute than they had before. Two questions on supervision showed an increase of 17 per cent in the consideration of the participants that their supervisors were fair in their dealings. However, a drop of thirteen per cent occurred by participants saying that they received inadequate help from their supervisors. That is, they were left alone. On the fourth question area there was a drop of 22 per cent in the views that their school had good community relations.

Thirteen questions were asked on administration. These questions were related to school board policies, administration of the system, teacher workload, materials and equipment, and use and upkeep of buildings and facilities. In all of these categories there was an

increase in favorable views of 10 per cent to 13 per cent with the exception of buildings and facilities, which dropped 20 per cent. The favorable views were in workload, system administration, materials and equipment, and textbooks. On these four questions the answers indicate that the participants did not realize how well off they were in adult education until they had found out with what they could have been faced. In terms of classroom materials and textbooks, there was a significant increase of participants discovering that what they had already been doing and using were useful and valuable rather than being inadequate and ineffective because they had made it up instead of buying an ideal package from a publisher.

In career fulfillment five questions out of nine were answered with a significant change towards the unfavorable. The questions on career fulfillment dealt with (1) performance appraisal: procedures to evaluate the work and to stimulate professional growth of the participants, (2) professional autonomy: freedom to experiment and discuss controversy with students, and (3) financial incentives for performance.

There was a 19 per cent decrease in favorable views on evaluating performance. There was an 11 per cent decrease in favorable views in the question on professional autonomy relating to discussing controversy with students. The other three questions were relating to salary. The Institute participants were much less happy with their salary in adult education after the Institute than they were before, although this may have been a result of recent major increases in inflation.

The questions were further analyzed on the basis of questions which were answered in the negative, that is, that did not reflect an ideally favorable response to any category. For example, on questions saying, "I am happy with my salary," an unfavorable answer would be "no." In order to consider a difference it was decided that a question would be considered significant if there was less than a two-third majority answering favorable (i.e., at least one-third answering unfavorable).

On the questions of school climate, 42.1 per cent of the questions were answered in the negative by at least one-third of the participants. 53.4 per cent of the questions were answered in the negative on administration.

However, these questions related in the main to things like too much paperwork and too many students, although one question related to adequacy of communications from the supervisor. Finally, 66.7 per cent of the questions on career fulfillment were answered in the negative by at least one-third of the participants. Again, however, these were mostly in the area of too little salary.

The percentages analyzed on all of the questions were analyzed on the basis of the region of the participants (Region VIII, IX, and X), and on the basis of sex. There were virtually no differences in any of the percentages thus analyzed. That is to say, if 92 per cent answered a "yes," six per cent answered "no," and two per cent answered "does not apply," those percentages were very similar whether considered by region or by sex.

In summarizing the various answers about the three areas described above, the participants seemed to be saying that they discovered they were much better off in their ABE jobs than they had previously considered. They had better administration, better textbooks and materials,

and better evaluation procedures for their students than they had thought. They believed that they were satisfied more with their administration and working relationships with their supervisors than they had previously thought.

However, they discovered that they received less assistance than was possible from their supervisors on work organization and on performance appraisal. They were also less happy with the degree of professional autonomy they had. As one teacher said:

> I was simply hired to teach an ESL class of already anxious and attending Spanish-speaking adults. I was never asked to be involved with anything else. I am ready now to become involved.

And finally, the participants became aware that their involvement with the local community was significantly less than it could and should have been. Instead, they discovered that there was a community, if not several, that had not and was not being reached by their efforts, and that their local supervisors were not developing contacts that are available.

Practical Results

We have discussed attitudes and perceptions relating to the personal development and awareness of the Institute participants. It is well to ask, however, what were the practical results of the summer Institute. It is well to become aware, etc., but without outward visible results, "awareness" can only be considered as bettering the general good in a vague way, rather than bettering adult basic education specifically.

The first question asked on the post evaluation* was whether

*See Appendix D

the participants had many any plans, proposals, or specific follow-up action. Forty per cent of the participants said nothing or said that they had done nothing, as of November, 1971. The remaining participants said that they had produced new curricula (13.3%), child care facilities (12.0%), community surveys to increase adult education participation (7.5%), a new ABE program (6.8%), a combination of the above (14.7%), and other plans and proposals (5.3%). This last included an adult health care center, community aides, and in-service staff workshops.

Whereas 50 to 58 per cent of the participants from Region IX and X had made new plans or proposals, 93 per cent of those participants from Region VIII had made such plans. Whereas 17 to 36 per cent of the participants said that they had made new curricula in the three regions, only three per cent of the California participants so stated. This low figure for California, however, is balanced in part by the fact that most of those who answered that they were conducting community surveys, or had formulated a new ABE program, were from California (8 out of 11).

The participants also replied that the present stage of their plans or proposals, as of November, 1971, were as follows:

Thinking stage	12%
Writing stage	11%
Have been submitted to outside funding or been funded	10%
Program in operation (not funded by outside agencies)	28%

The only difference between regions was that two-thirds of those who had a program in operation without supplementary funding were from states other than California. Reasons for this suggested by two of the participants was that they did not know where to apply for funds

in these other states, so they went ahead and did it locally.

Participants were asked what handicaps there were on the teachers in developing new programs, and 34.8 per cent either did not answer or said there were no handicaps. 34.7 per cent said that either they had no time or there was a limit on existing funds. Another 9.3 per cent said they received little administrative support or assistance, and 10.6 per cent said that they had no time, no funds, and little administrative support. Another eleven per cent said that there was little interest on the part of students or the target community.

If one of the roles of the participants at this training institute was to develop an action program of their own, a second role was to communicate what they had learned to their local adult program administration and colleagues. The institute participants were asked if they had been officially asked by their local supervisor to give a report on the summer institute. 36.0 per cent were asked to give a verbal report, and an additional 2.7 per cent were asked to give a written report. 61.3 per cent said that they were not asked. Thirteen per cent said that they had been asked by their co-workers, nine per cent had been asked unofficially by their supervisor, and 56 per cent said that they had been asked without specifying who had asked them. The average number of people spoken to by participants who said they had spoken was 16 with a range of two to 65. The Colorado participants were also asked to give a report at a one-day state workshop to ABE teachers from various parts of the state.

The information thus transmitted was used by co-workers in order to better understand the poor (21.3%). Specific proposals or programs have been developed in the school (9.3%). A general change in

attitudes was made towards students, which included adapting materials to fit the students better (21.3%). And a reorganization of the adult school program was made (1.4%). The balance of 46.7 per cent was unaccounted.

The participants were also asked if they had shared knowledge about the Institute with their students. 26.6 per cent said that they had discussed the Institute with their students formally in the classroom setting. Another 44.1 per cent said that they had spoken with their students informally before and after class or during coffee breaks. Those who did not communicate with their students on the Institute accounted for 29.3 per cent. The participants from Region VIII did best in this regard, for 85.6 per cent had shared knowledge of the Institute with their students.

Only 2.7 per cent of the participants said that their students disagreed with the Institute's findings. Another five per cent said that some of their students agreed and some disagreed. This was qualified by one participant who said her very impoverished students agreed and the relatively better off ones disagreed. Forty-three per cent of the participants said that their students agreed with the Institute findings. Twelve per cent said that there was no feedback from their students, and the balance of the participants (37%) did not answer.

The difficulties the students said they had, according to 79 per cent of the participants, were that they had problems with child care while attending class, transportation, or difficulties with government agencies, such as welfare. Twenty-one per cent of the participants said that their students indicated no problems. Fifty per cent of the

participants gave no answer to this question.

It is, of course, difficult to generalize about unanswered questions, but it appears that a hard core of 30 per cent of the participants provided no observable practical results to their local district from the summer Institute activities. It appeared that the same people who said that they had not made plans or proposals were the same who were not asked officially, or unofficially, to communicate results of the Institute, nor did they communicate with their students about the Institute. For this 30 per cent, as far as any long-term result is concerned, it appears as though they could just as easily have stayed home. For the remaining 70 per cent there appears to have been slight to dramatic long-term impact. The most significant of these appears to have been building child care centers into the adult program. Some of these participants have cited increases in attendance from 25 per cent to 40 per cent in their adult programs because of the installation of child care facilities.

In addition to the questions asked of the summer Institute participants, the state directors of adult education were asked for views on the summer Institute based on feedback from the participants. The questions asked were as follows:

1. Did the participants feel they benefited from the Institute?

2. Were they able to carry back information to their local district that was of benefit to the local district?

3. Were they able to implement any action on the basis of their involvement here last summer?

4. Did the Institute as conceived and carried out meet any of the needs of your state ABE program? If so, which needs?

5. If the Institute did not meet many, or any, of your state's ABE needs, which needs should have been considered in the Institute?

Five written and four verbal responses were made (of a total of 13) by state directors or their representatives. Answers to all of the above questions (with the exception of one question from one state) were favorable. The participants in the main returned to their states with favorable views of what they learned. One state office said:

> They mentioned that the lectures and discussions have enabled them to have a more enlightened outlook toward the students with whom they work, and did enable them to be better teachers. . . . as several participants indicated, they now have a better understanding of the problems, prejudices, fears, and frustrations of these people and now are better able to accept and appreciate them.

One state director said that the one participant from his state received "significant benefits from the project" and now "has more confidence in what he is attempting." This director also said that he expected the program of this participant to be a model for others in the state.

The one criticism from one was that "more time should have been available for attempting to arrive at some suggested methods of solving these problems." It is hoped that part of this criticism was satisfied at the regional mini-institutes, described in the following section, where such issues were directly discussed.

IV. FOLLOW-UP

A. Introduction

The original grant proposal proposed that follow-up would

consist of written communication with the participants and state ABE directors as they attempted to develop programs and classroom activities in their home areas. It was also intended that the Wright Institute would meet with the state ABE directors in order to assist them with developing programs and plans with the Institute participants from their states. The aim and intent of this follow-up was to provide limited but useful help to the participants of the Institute so they would be able to feel that a long-term commitment was expected of them, and that they would be backed up with long-term resources.

Because of grant savings on the summer Institute itself, it was possible to extend the follow-up activity to provide closer and more immediate follow-up assistance.

It became apparent during the summer Institute that a more extensive follow-up could be carried out, so it was decided to ask the participants themselves what would be the best form of follow-up to meet their needs. Short meetings were held at the institute with participants from each of the regions soliciting their opinions. It was generally agreed at that time that they would prefer workshops held in their regions providing them with the knowledge necessary to extend their newly found awareness. The participants expressed their training needs as follows:

> Now that an awareness of the needs of the urban poor has been made through this Institute, how can programs be developed and funded in our local areas?

These views were reinforced on the three-month post evaluation when 20 per cent of the participants volunteered the information that the Wright Institute could help them in their ABE programming by holding local mini-institutes. The percentage of participants who volunteered

these opinions ranged from thirteen per cent in California to 42 per cent in Region X.

Further conversations were held with the three U.S.O.E. adult education program officers for the three regions, as well as with seven of the thirteen state ABE directors in Los Angeles at the November, 1971, AEA/NAPCAE meeting. It was decided in these meetings by the various officials involved that there should be regional mini-institutes in Region X in Seattle, and Region VIII in Denver, with the participation of various federal and state officials in programs related to adult education, and the participation of community representatives of grass roots organizations in these mini-institutes. It was strongly recommended by the Office of Education program officers and state directors of these regions that the mini-institutes include other ABE personnel in the affected states in addition to the summer Institute participants.

Follow-up in Region IX did not include the idea of mini-institutes as described above. It was the belief of the California state director's office that mini-institutes of this kind were of little use to California because these activities were already adequately being served. In addition, the California state ABE office could not think of any follow-up activity that would be of use in California.

Neither the Nevada or Hawaii ABE directors believed that they had sufficient numbers of adult education personnel to warrant the time and expenditure (besides having had only a total of three participants who had attended this Institute between them). The Arizona director expressed an interest in specialized state follow-up if such activity could be developed.

Regional Mini-Institutes

One-day regional mini-institutes were held in Seattle, Washington, and Denver, Colorado towards the end of the project. Representatives in adult education included state directors, summer Institute participants, and adult administrators selected by the state adult education directors. Non-adult education representatives included federal or state representatives of agencies (usually the regional program officer) providing funds for programs affecting adult education. These representatives included the Office of Economic Opportunity, Department of Labor, Manpower Division, Model Cities (HUD), and HEW child care representatives. In addition, representatives from grass roots community organizations were present, which included Community Action Programs, and specialized regional grass roots programs, specifically Opportunities Industrialization Center in Seattle and Denver, and the Colorado Migrant Council in Denver, and the Seattle Veterans' Action Organization.

The specific training plan for these regional workshops in these two regions were to develop an understanding in the following areas:*

1. State and federal government requirements and procedures to fund new local adult basic education projects.
2. Procedures to better utilize existing state and federal funds at the local level.
3. Funding availabilities, funding priorities, and funding procedures of various non-educational federal agencies that provide educational programs.

*See Appendix E for the agendas of these two mini-institutes.

4. Plans and procedures to articulate ABE programs with other adult programs in local areas serving the urban poor, particularly those funded by the Office of Economic Opportunity.

The format of these meetings were carried out on the style of a round table forum. Speakers gave short fifteen to thirty minute talks, then became involved in a dialogue with the adult education representatives.

The points made by the federal program officers and state directors in adult education were basically the same at both meetings. Federal funds are limited, but a good, imaginative ABE proposal that has a possibility of meeting a direct need of a specific disadvantaged population has a very good chance of being funded.

There were specific suggestions made over and above a description of the mechanics of the funding process. This process includes working with the state directors on state grant funds, but it also includes working jointly with the state directors and regional program officers on proposals to Washington for unencumbered funds administrated directly from the U.S. Office of Education. More specific recommendations to someone with a proposal idea was that if they are proposing a project, they should and must not only work closely with the state director of adult education, but also with others in the community who might be interested in the same thing. Because there are limited funds in adult education, the state and federal departments will look more favorably on a proposal if there is direct and concrete interconnections with other groups in the community who have the same

goals.* An example was given at one of the meetings of three separate proposals going to the O.E. regional office from a small community, all proposing to meet similar needs of a specific population, and none of the three groups submitting their proposals had talked to the others.

The news from the federal and state adult education representatives was fairly familiar to most of the local representatives at these meetings. But exposure to other federal offices and departments was quite interesting and enlightening in the sense that everyone who attended became more aware of others involved in the education of adults. This was as true for the representatives in adult education as it was for the other federal representatives.

MDTA representatives from Department of Labor and H.E.W. were, of course, aware of their involvement in the formal adult education system. They provided a view of present and projected plans of MDTA, depending on Congressional renewing of the act by June of 1971. In addition, they made emphatic the roles of their offices at the regional level vis-a-vis state and local projects and funding and how they assist in these local developments.

The representatives from the U.S. Office of Child Development nd the Department of Housing and Urban Development engaged in some very interesting dialogue with those in adult education. Expressions of the federal representatives ranged from "I don't know if we have anything to offer adult education or not," to "we educate a lot of adults and we could surely use your help."

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*For those who live in the "Mountain states," "Project Communi-Link" (Colorado State University, Fort Collins, Colorado) was established through federal adult education funds to help communities develop these local interconnections.

The specific needs of the Office of Child Development was expressed as a need for closer coordination and programming with parents involved in the Headstart program, inasmuch as they receive a great deal of training and education. HUD turned up with a need that was new and surprising to the adult educators. Of course "Model Cities" has special monies for the education of adults, but there are relatively few model city programs. However, there is a HUD branch known as "Counseling Services," which provides structured counseling programs to poor adults who wish to qualify under FHA 235 and 237 mortgage programs. Most of the counseling is in the form of consumer education in the areas of home buying and home maintenance, and it is required as a condition for receiving their special mortgages. The adult education representatives were urged to contact the "Counseling Services Advisor" in the regional HUD offices to provide coordinated programs.

Last but by no means least, discussion were held with community representatives, and OEO program officer, and "Project Communi-Link" representatives. The community representatives were helpful in pointing out that they had access to many of those needing education, but not in the educational system. If adult educators were to become involved with joint programs and proposals with these groups, needs of the poor and disenfranchised might be met more effectively. Joint programs, however, meant both planning and operation of adult activities and not just handing over something for established adult educators to do.

The OEO representative suggested that if a regular adult school program were to "tap into" the OEO pipeline, then adult administrators should become involved in the planning process when Community

Action Programs (CAP's) are preparing their training budget for OEO for the coming year. That stage is when education funds may be developed, and they have a greater likelihood of success if there is substantial joint cooperation.

"Communi-Link" representatives described their system that is operating in 9 western and midwestern states.* Its principal purpose is to provide communication links between local and state agencies, as well as developing local leadership, principally for communities under 15,000 population. As one of the Communi-Link speakers said, "We help a local community develop a community-wide adult education program that is a coordinated and integrated program, with each group and agency having input into making the program up using various resources." This group is headed by Dr. James Kincaid at Colorado State University and is available to any educational agency in the affected states through the assistance of the state director of adult education.

The value of the follow-up mini-institutes was summed up by an adult education representative at each of the meetings. From Seattle, one said,

> I feel the mini-institute was very helpful to me. I shall work harder with the C.A.P. in my area to get the needed educational programs through. . . . I would have liked to discuss individually some of the state and federal men. In fact, I hope to contact them soon for personal interviews.

A representative at the Denver institute said,

> I found the time spent here today very useful and informative. I was not aware of lots of agencies.

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*Principally Region VII and XIII, plus Idaho and Nevada.

Specialized Follow-Up

In addition to the two regional mini-institutes, it was planned to offer individualized follow-up, particularly in Region IX, to summer institute participants who wanted specialized assistance indicated in requests from their three-month evaluation questionnaires. Most of the requests, however, were for minimal assistance, such as, "help on proposal writing when needed," and "bibliographies on adult education and curriculum." Of these requests, the first did not materialize by the end of the project, and the last was already intended for the final report.

Substantial assistance was requested from one California participant, with the additional support from the director of adult education of the district. Wright Institute staff were asked to evaluate the ABE and other adult programs with the intent to making the adult education program more responsive to community needs. Discussions were also held with the ABE staff at a Saturday workshop on the subject of the summer institute and its meaning for effective local adult programs.

Results of that evaluation will not appear for several months, for recommendations entailed long-term administrative involvement with formal and informal groups and organizations in the community that previously had no such involvement. For in the last analysis, it must be the affected community, with the expert assistance of the local adult school administrators, which must develop their own programs for their own needs. The director believed, however, that he received a useful format to provide the help to his community that it needed.

As a general statement concerning the total follow-up activity of this training institute, we believe that it was not only

useful and important to do, but that it was a vital part in helping the long-term results of the two week activity in the summer. The follow-up provided a touch beyond the particular involvement of those who attended the summer institute, in that others in policy-making positions, both local educators and state and federal officials, became involved with the results of the summer institute, hopefully for a basis of closer future self and community development for all concerned.

V. CONCLUSIONS

A. Introduction

In discussing any conclusions of this training insitute, or in considering any recommendations, there is one salient fact which will dominate, as this fact has dominated the report. If there is to be any education or training of adults in basic literacy, and we suspect in any adult program dealing with the poor or disadvantaged, the non-learning problems of these adults must take first importance. The real life problems affecting them will determine their interests in education and will dominate their perceptions of any education offered. If their problems are not considered by adult education professionals and if the adult students do not participate in the development of their educational direction, then they will not acquire an education useful for their lives.

This single fact dominated the speeches of the consultants at the training institute, and it dominated the reactions of the community representatives there. It dominated the follow-up activity. And it dominated how the summer participants reacted when they thought, in true professional fashion, that they knew what they were doing for for urban

poor, and what they were doing was good. To discover otherwise was a tremendous shock for many. But at the same time, for many it was a tremendous source of rejuvination and dedication toward adult education.

B. Significant Experiences, Findings and Results in Terms of Impact On State and Local ABE Programs.

The significant experiences, findings, and results of this training institute was considered in terms of a personal development of the training participants themselves and of their education population, of awarenesses and understandings between teachers and local administrators, of an awareness of funding and funding limitations, of awarenesses of relationships between local adult education programs and state adult education offices, and of the general function and usefulness of training institutes.

If one is to develop a personal awareness of an individual in teacher-training, and if one is to develop an awareness in an individual adult education is serving, a variety of procedures may be used. One procedure is to use lectures by well-known professionals in the field, or one might use lectures by little know professionals who are still developing particular expertise in a field. Other conventional procedures are the use of seminars, study sessions, and field trips. Used at varying levels of intensity all of these procedures are effective at what might be called the cognitive learning. That is, the one being trained can be exposed to what could be called a level of understanding once or twice removed from an experience of direct exposure to the reality of the subject.

A second way of developing awareness is to use "tension devices" which provide a direct internal emotional empathy with the subject. For

example, a conventional method of understanding starvation is to hear lectures and see films of people starving. A "tension device" to make one aware of starvation is to have them experience starvation directly.

This training insitute used a combination of the two procedures as described in the body of the report. The first is well-known by professional educators. The second procedures, however, requires some awareness of its uses and consequences. The training institute used indigenous white poor as community representatives. It was not planned or intended that they would, in fact, cause "tension" among the Institute participants. However, it was the opinion of a majority of the participants that the community representatives presence in the Institute was the most significant learning experience. In the words of one participant, "They kept us honest." Meaning, of course, that they would have been able to intellectualize about poor whites without really understanding them.

Using community representatives, however, requires time. In a program taking several days, at least four were required for the initial shock to be integrated into the participants intellectual understanding of the situation. At the same time, the community representatives require as much time to gain sufficient understanding of those towards whom they are hostile to be able to carry on a dialogue rather than a shouting match.*

For any training using these less conventional procedures the administrators of such a program must be extremely careful and not let the situation proceed at its own pace and dynamics. Those using less

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*For this principal reason it was suggested to not consider having a follow-up mini-institute in one-day duplicate the summer institute of two weeks on a smaller scale.

conventional procedures must spend a good deal more time working on keeping friction to a minimum. The program administration must act much as a lubricating oil between two metal surfaces. Without this control only disaster and non-learning can be expected.

There are, of course, limitations. As with much of the current fad for sensitivity training, the process can become an end in itself, rather than a means towards an end.

Unless there is an intellectual base for the emotional, effective learning has little meaning. As some of the participants said last summer, they learned nothing from the lectures and talks, but instead learned everything from the community representatives. However, without the lectures and talks it would have taken much longer for the community people and the "establishment" adult educators, to understand why they disagreed on their disagreements. Instead they were able to focus on single-parent families, program content, and the psychology of the poor within a framework of what someone else had provided.

In terms of the participants of the summer Institute, the application of the procedures and techniques described above did provide an awareness of the non-learning problems of ABE teachers. Particularly, they became aware that classroom technique is a very low priority if an ABE program is to reach adults who need the education. They came to realize that they must devote considerable efforts towards listening to, understanding, and solving non-learning problems of poor adults, though it may be within the framework of a structured basic education classroom, and even within the context of subject matter itself. They came to understand that education that is provided in this way can meet not only the needs of their present students, but also of the many who

not only remain out of the mainstreams of adult basic education but out of the tributaries as well.

However, a significant group of participants (at least seventeen per cent) believed at the end of the Institute that it was not an understanding of the students they needed, but an understanding of detailed curricula, audio visual techniques, programmed learning, and other methodologies of classroom teaching. They came to the Institute with this expectation despite advance notification of the nature of the Institute, and they left with the same expectation.

It is not to be denied that curriculum is important and that teachers need training in curriculum technique. The lack of standardized adult materials that are applicable to the many needs of ABE teachers is commonly enough known to deserve no further comment. It was recognized, however, that the teacher himself could be much more productive in his own curricula development if he understood the problems and needs of present and potential ABE students.

A second major finding of the Institute was that there must be an awareness carried on between teachers or other staff, and their local administrators. At one level participants believed that training should go on with both teachers and administrators in attendance. As one of the participants said,

> I was often wishing that my own individual supervisor or supervisors had been present because the areas and suggestions made were beyond the capabilities to implement or required more authority in their recommendation than I felt I could carry.

There were several suggestions made that not only should there have been more administrators at the Institute, but that they should have been an administrator and teacher jointly selected at the local

level in order to effectively carry out learning on their return home. Administrators who attended said that their immediate supervisor should have attended as well.

In this regard it is well to note that only 39 per cent (30) of the institute participants were asked by their supervisors to give a verbal or written report on the training. Without local administrative interest, one cannot really expect teachers, counselors, or administrators who have been sent away to be trained to pursue their new insights enthusiastically. It is to the summer participants' credit that 20 per cent more than 39 per cent actually attempted some specific plan or activity based on their summer work. Whether administrators and teachers from the same district attend the same training or not there did not appear to be a great deal of local administrative support for many of the participants on their return home.

There is another aspect of this problem of local support, however, and that is that there may not have been local administrative support because the "best" local people were not sent to be Institute. In addition, it was discussed in the body of the report that there were participants who attended the Institute who did not fit the "ideal" qualifications of those who we hoped would come. Yet, on analysis of who benefited and who did not, there were found no distinctions in this regard. There were no distinctions based on type of program, such as ABE vs. ESL vs. pre-vocational, employment position, age, sex, race, or geographic area. In other words, who is sent to outside training does not appear to be as important as what is done with them and their new resource on their return.

Another conclusion that appears to be of relevance for local and state ABE programs is that there is a definite need for information

at the local level about funds and funding sources. The institute participants, in general, believed that they had inadequate knowledge of funding sources, either existing from various governmental agencies that provide funds for the education of adults, or of new or potential funding sources. Many were not aware of the Catalog of Federal Assistance Programs, but this document only provides an introduction to funding directions. There was also a knowledge need for funding priorities of governmental agencies, which is usually the critical need for those writing proposals.

A need was also expressed for knowledge of how to use exisiting funds more effectively. State Directors from Regions VIII and X were particularly concerned with this issue since, they believed, many local districts do not know what to do with money that is already available.

Knowledge of both aspects--new funds and using existing funds--must come from state directors of adult education, however. They are the ones who know this information, and they are the ones who must be certain that this information gets transmitted not only to local directors of adult education, but to principals, coordinators, and teachers as well. It is often difficult to "flesh out" a germ of an idea by those at the local level when they have no idea of where the money will come from if they have a specific plan.

However, the relationship between the state office of adult education and local adult education programs goes deeper than funding information. Adult education being as peripheral as it is in the educational establishment, it is very easy for those on the firing line to feel that they are forgotten. If the Institute participants were any sample of typical basic education teachers, as indeed they did

appear, they badly wanted "someone up there" to come down and give them moral support and tell them what is happening in the state and the region.

When state or federal officials are responsible for the development or funding of adult programs but are not in direct, visible contact with local school personnel, they take on a mystique that is often forbidding to the "locals." In addition, the "locals," which includes teachers as well as administrators, are more likely to propose new ideas to their state agency if they "know somebody" at the state office well enough to recognize and be recognized.

Conclusions were also apparent from this training institute relating to a summer training institute in general. It was possible for this institute to be only for teachers or administrators, or counselors. It was possible to be for adult educators in one state, a federal region, many federal regions, or nationally. And, it could have been for any length of time--one day or one or several weeks--or for separate time periods, divided possibly over the summer.

It was discussed above that the participants believed that there should have been more than just teachers or administrators, although there are questions about what to do with the combination when they are in one place. At this institute, it appears that there could have been a differently devised program so that administrators and teachers could have been apart for some periods with special training for their separate needs. The two groups could then have been brought together for common training and combined study group sessions.

With reference to geographic extent from which participants were drawn, there were no substantial conclusions one way or the other. There were indications that bringing together adult educators from

several states gave them all a better awareness of needs and resources of other areas. There were also indications, however, that the specialized needs of different federal regions, and the specialized needs of California apart from the rest of Region IX, did not receive sufficient focus because all of the Regions had to be considered in a short time. Looking at the geographic scope in a very subjective rather than objective sense, there can be tentative conclusions that training for individuals from one region would have been more effective. In addition, without taking transportation cost factors into account, there would not be much difference where the training was held. Purely from the training side, there are equal advantages of training, for example, a group of people from Region VIII either within the region, at Denver or elsewhere, or outside the region.

With reference to time factors, it can be concluded from this Institute that three weeks would be more appropriate than one or two, with essentially the same training input. However, it can be more definately concluded that August is a poor month for training. For far too many of the participants, as well as consultants, August is time to travel on a vacation in order to mentally prepare for the school year in September.

As another aspect of the time factor, it appears that specific follow-up training during the school year is valuable to increase the chances of summer institute participants using their training on a long-term basis. Based on a short-term view of the follow-up mini-institutes and one district consultation, there are tentative conclusions that follow-up activity that involves the individuals presumably is useful reinforcement to their summer training. It may only be the "Hawthorn Effect" operating, but getting selective attention as an

after effect of the summer training appeared to increase motivation.

C. Comparison of This Type of Training Institute to Others

A conclusior relating to this training institute we believe to be of great importance both to state and local ABE programs and future training institutes has to do with "community representatives."

In the summer of 1971 there were three training institutes in California on the problems of the urban poor. One emphasized the urban white, one emphasized the urban black, and one emphasized the urban Asian. All three of these institutes, independent of the others, has community members present from the respective groups. The directors of the other two projects agreed that their "community people" were very significant as part of the learning taking place. For this training project, the presence of the community representatives was, without qualification, the most important part of the institute.

However, an investigation was made of other training programs from 1965 through 1970 in the abstracts of the National Multimedia Center for Adult Education.* Only 8 out of the 23 total listed adult education training institutes conducted nationally indicated a discussion of poor, disadvantaged groups. Only two training institutes indicated that members of groups under discussion were present.

It is suggested that this training insitute showed that there is a significant increase in an awareness of a group by those being trained if there are members of that group present. It is also suggested that this is valuable for adult educators even in technical training

*See the bibliography of this report for a complete reference.

such as curriculum methodology or planning techniques. If the objects of the curriculum or planning are present, there is a much greater chance that the professionals' activities will meet the needs by getting input from the non-professionals.

There is another aspect of comparing this training institute with others that was pointed out by two adult educators asked to evaluate the results of this training institute.* One administers an urban public adult school recently transferred to the community college district, the other administers formal urban community college adult programs.

They both believed that no formal school or college in the urban areas could have afforded to take on a program emphasizing urban whites. Political pressures from third world minority groups, within both the schools and the community, would have forced the program to be for non-whites.**

It was also pointed out by the consultants that the flexibility of this institute was due in large because of the flexibility and neutrality built into private organizations outside the institutionalized universities and schools. A combination of institutionalized bureaucratic and academic restrictions would have severly limited who could have been speakers or whether community people could have attended because of

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*Dr. Alfred Azevedo, Principal, Pacific Heights Adult School, San Francisco, Calif., and Dr. Lynn Clark, Coordinator of Adult and Urban Programs, Merritt College, Oakland, Calif.

**In a personal conversation, one school administrator in an urban area said that the regional office of adult education was looking for a formal institutionalized urban school to conduct a program on the poor white, and he replied, "I could not touch that with a ten foot pole in my community."

several built-in limitations. There would be questions on who is "acceptable" or who can be paid what because of credentialing or other requirements. And more importantly, the regular institutions are not generally able to respond rapidly enough to do the job when it is needed.

Of course, the Wright Institute is not the only organization that is "neutral ground" and has the flexibility, etc., to be able to meet specific needs quickly, but it is suggested that there is a place for such organizations outside the formal institutional structures for a variety of purposes in adult education.

D. Major Recommendations

While there are many possible recommendations from a report such as this, only recommendations are made here which we believe to require significant attention. Also, they are not listed in order of priority, for different recommendations will be of differing levels of importance for different readers.

1. With these qualifications, it is recommended that there be more training of ABE educators (teachers, counselors, and administrators) in the non-learning problems of the poor. There was a noticable initial lack of awareness by ABE educators about these problems.

2. It is also recommended that any training program of ABE personnel should include members of the population for which the training is ultimately intended. Training in non-learning problems, curriculum methodology, or counseling techniques should include present and potential students who will be on the receiving end. Planning or evaluation training for administrators should include both community members and representatives of the adult education staff.

3. There are substantial questions whether there is a sufficient return on resources expended in summer training institutes. If there are such institutes, however, it is recommended that they be held only for ABE personnel from single federal regions rather than multi-regionally, unless there can be shown a definite multi-regional need for specific professional ABE populations. This is not to say that there might not be duplicate institutes for more than one region, or that they must be held within a region, or that a multi-region institute might be large enough to have regional sections to focus on regional problems. But, regional needs can be met more effectively without other distractions.

4. It is recommended that any summer training institutes provide for follow-up and evaluation that involves training participants personally. It is very likely that new needs will be developed based on the learning from the summer which would be of direct help as training supplemental to the summer's activity. And, this personal follow-up should have the direct involvement of the state director of adult education. By involving the training participants again once the school year has started, they are more likely to have their summer training reinforced.

Personal evaluation is equally important, for it is just not possible to construct questionnaires that elicit proper responses when there is no way to do the necessary pilot testing to acquire construct validity for the intended sample population.

5. ABE training institutes should be planned to include both administrators, teachers, and possibly counselors. However, each administrator should chose the teacher from that district. In this way needed change can occur at two levels instead of either the teacher or

administrator having to return home with little local understanding or support.

6. As a supplement to recommendation number five, no teacher or administrator should be sent to a training institute without definite expectations on their return to the local district. Specifically, they should be used as a resource. Teachers should be required to train other teachers or be used as a demonstration classroom for other teachers to visit. Administrators should be a training catalyst for teachers or other administrators or be expected to return with definite plans for change for improvement by their supervisors. As one of the evaluation consultants to the project said, "This [institute] was too broad for teachers. It was not too broad for administrators, teacher trainers, or demonstration teachers." Without an advanced commitment by both the person to be trained and the local district, there is little incentive for change beyond the single individual, and often not even that.

7. It is recommended that federal funds be directed more to year-long training institutes, through either county or state-wide programs. This training should include part-time as well as full-time ABE personnel. It could include both evening and weekend training sessions. It is believed that this type of training would have more wide-spread impact than "one-shot" short-term training institutes.

8. Finally, it is recommended that training institutes be planned sufficiently in advance at the federal level so that state directors of adult education can become more personally involved in coordinating the selection of potential ABE participants from each state. Last minute telephoning by training institutes and state directors to obtain a respectable "body count" is not believed in the best interests

of long-term federal training goals.

E. Final Remarks

This section is intended as an editorial comment by the director of this project. It does not necessarily reflect the views of the Wright Institute or of any federal, state, or local educator associated with this training institute.

One comment has to do with focusing a training institute on a particular racial or ethnic group. There is, for example, a question whether there is sufficient differences between racial or ethnic groups on the issue of poverty to warrant special treatment of a particular population. There is a growing debate whether there is such a thing as a "culture of poverty" which would apply to all poor, although there appears to be substantial indications that "culture of poverty" applies to black, Spanish-speaking and rural white poor.

The little work that has been done on the white "silent majority" (a step up the ladder for urban white poor), has not been indicative on this issue. Nor have studies on the American Indian or Oriental poor been sufficiently extensive for comparisons with other poor groups. However, there appears to be a combination of general problems of poverty affecting all groups and specific problems affecting different racial and ethnic groups. Any future ABE training on non-learning problems of poor adults might combine representatives of different poor groups to examine the common and divergent problems.

There is one argument, however, for separating the problems of the different racial and ethnic groups. Within the current political climate, teacher training on American Indians, Orientals, or urban poor whites would be vastly overshadowed by black and Spanish-speaking

problems. Politicians and bureaucrats are becoming sensitive to pressure from these latter two groups. And, as we found searching for knowledgeable people on problems of poor urban whites, most experts are well versed in the conditions of black or brown poverty. Without a great deal of effort, which might be ineffective anyway, training about the urban poor would in all likelihood be overwhelmed by black and brown emphasis.

A second area of editorial comments has to do with the operation of the summer institute itself. On reflection, the institute looked for all the work like a regular adult school program. Instead of being administrators, teachers, and counselors, the ABE personnel acted like adult students. They made the same demands on the administration of the institute as their students did on them. They brought in problems from their personal lives. They made demands for materials, "classroom" conditions, recreation, etc., as do regular adult students. After one burst of emotionalism, a teacher justified her behavior by saying, "Why not. They (the community representatives) do it." She had simply forgotten that she was a professional because she was now a student.

The administration of the institute (i.e., the project director, project assistant, secretary, and group leaders), responded much as do adult school teachers and administrators: we ignored some, tried to solve others, and generally carried on the balancing act, dropping a plate here, adding a ball there. We tried to maintain an "open" systems environment to respond to the needs of the participants within the general goals set for us by the proposal guidelines. And as with any responsive adult school, sometimes it worked, sometimes it did not.

There were indications, however, that many of the participants saw the similarities and believed they would try and practice what they

had been insisting upon for themselves. It may just be that carrying back a more open attitude towards their students' needs--whatever the economic, social, or racial condition--is of more long-term value than any of the facts or methodologies presented at the institute. For no matter how technically perfect an ABE teacher may be, his attitudes towards change and towards his students' needs are more likely to accomplish adult education goals than any other single or combination of things he can learn.

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Education for Individual Development. New Dimensions in Higher Education. Washington, D.C.: U.S. Office of Education, 1968, pp. 81 & vii.

Self and Society: Social Change and Individual Development. (New York: Atherton Press, 1966). pp. 385 & xi.

Students and Teachers. (In Preparation).

ARTICLES

"Activism As Engagement and Experience," Journal of Social Issues, (The Activists' Corner), 1969, 25, p. 155-164. With David Krech.

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"Childhood Experience and The Adult Personality." Berkeley Conference on Personality Development in Childhood, (Berkeley: Institute of Human Development, 1960). (Mimeograph).

"Cognition and Personality Development," in E. M. Bower and W. Hollister (eds.), Behavioral Science Frontiers in Education, (New York: McGraw-Hill, 1967).

"Creativity and Conformity," in D. W. MacKinnon (ed.), The Creative Person, (Berkeley: Institute of Personality Assessment and Research, 1961).

"Decline of Individualism (The)," Public Health Reports, 1970.

"Development of Maturity of Personality In College (The)," in McConnell, T. R. (ed.), Selection and Educational Differentiation, (Berkeley: Field Service Center and Center for the Study of Higher Education, University of California, 1960).

"Development of Social Responsibility," American Journal of Ortho-Psychiatry, 1967, 37, pp. 22-29

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"Education for Individual Development," Conference of Directors of College and University Counseling Services, (Lincoln, Nebraska: Counseling Center, University of Nebraska, 1962).

"Ego Processes in Learning," in Nadine M. Lambert, et al, The Protection and Promotion of Mental Health in Schools, Public Health Service Publication #1226, Mental Health Monograph #5, U. S. Department of Health, Education, and Welfare, 1964.

"General Education and Personality Theory," Teachers' College Record, 1965, 66, pp. 721-732.

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"Impact of A Woman's College Upon Its Students," in A. Traxler (ed.), Long-Range Planning for Education, (Washington, D.C.: American Council on Education, 1957).

"Implications of Personality Studies for Curriculum and Personnel Planning," in R. Sutherland (ed.), Personality Development on the College Campus, (The Hogg Foundation, Austin, Texas: University of Texas, 1962).

"Individual Conflict and Organizational Interaction," in R. L. Kahn and Elise Boulding (eds.), Power and Conflict in Organizations, (New York: Basic Books, 1964).

"Loss of Talent," in F.F. Harcleroad (ed.), Issues of the Seventies: Student Needs, Society's Concerns and Institutional Responses, (San Francisco: Jossey-Bass, 1970).

"New Directions in Educating for Creativity," in P. Heist (ed.), Education for Creativity, (Berkeley: Center for Research and Development in Higher Education, 1967).

"Notes On The Recognition of Excellence," in A. Yarmolinsky, The Recognition of Excellence, (Washington, D.C.: Stern Family Fund, 1960).

"Personality Patterns in School Children," in R. Barker, J. Kounin & E. Wright (eds.), Child Behavior and Development, (New York: McGraw-Hill, 1943).

"Poor Man Is Also A Person (The)," (Nyswander lecture, University of California School of Public Health, October, 1968).

"Prevention of Mental Illness (The)," in B. B. Wolman (ed.), Handbook of Clinical Psychology, (New York: McGraw-Hill, 1965, Ch. 51, pp. 1378-1403). (Also, in briefer form, in Bulletin of the Menninger Clinic, January, 1966. Also, in A. Z. Guiora and M. A. Brandwin (eds.), Perspective in Clinical Psychology, (Princeton, N. J.: Van Nostrand, 1968).

"Professor Looks At The Student (The)," in R. Cooper (ed.), The Two Ends of the Log, (Minneapolis: University of Minnesota Press, 1958).

"Psychologist Speculates About New Perspectives In Education For Citizenship (A)," in F. Patterson (ed.), The Adolescent Citizen, (Glencoe, Ill.: The Free Press, 1960).

"Students We Teach Today (The)," The Journal of the Canadian Association of Student Personnel Services, 1967, 1, pp. 8-16.

"Study of Authoritarianism and Psychopathology (A)," Journal of Psychology, 1956, 41, pp. 315-322. (With M. Freedman and H. Webster.)

"Study of Human Problems As An Approach to Greater Knowledge About Man (The)," in Joshua Fishman (ed.), Expanding Horizons of Knowledge About Man: A Symposium, (New York: Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University, 1966).

"Surface and Depth In The Individual Personality," Psychological Review, 1956, 63, pp. 349-359.

"Training For Research and Action On Human Problems," (A chapter from the forthcoming book Personality Theory and the Challenge of Human Problems).

"Training of 'Clinicians to Society' and 'Problem-Oriented' Generalists (The)," Journal of Social Issues, (The Activists' Corner), 1969, 25, pp. 247-255. With David Krech.

"What Is A Normal Personality?" in J. Katz, P. Nochlin, and R. Stover (eds.), Ethics: Classical and Contemporary Readings, (New York: Van Nostrand, 1961).

SELECTED PUBLICATIONS BY JACK LONDON

BOOKS

Adult Education and Social Class, with Robert Wenkert and Warren Hagstrom, Monograph No. M9, (Survey Research Center, University of California, Berkeley Campus, December, 1963).

Some Reflections on Defining Adult Education, with Robert Wenkert, Monograph No. M8, (Survey Research Center, University of California, Berkeley Campus, March, 1963).

Study of the Position of the Adult Education Administrator (A): Report of a Special Committee, co-author (California Association of Adult Education Administrators, 1967).

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"Adult Education: A Description and Analysis," with Robert Wenkert, in David W. Swift, ed., American Education: A Sociological Perspective, (Boston: Houghton Mifflin, 1972).

"Adult Education and Society," with James T. Carey, Review of Educational Research, (June, 1969).

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"Adult Education and Workers' Education in the U.S.A.," Papers presented at a conference held in Rewley House, Oxford (June, 1965), University of Oxford--Delegacy for Extra-Mural Studies, pp.23-34.

"Adult Education in California," a chapter in a forthcoming volume on Education in California.

"American Adult Education: An Approach to the Definition of the Field," with Robert Wenkert, Adult Leadership (December, 1964), Vol. 13, No. 6.

"Are Adult Teachers Being Trained?" California Journal of Secondary Education, (February, 1957).

"Attitudes Toward Adult Education by Social Class," Adult Education, (Summer, 1963).

"Barriers to the Development of Effective Personnel Practice in Public School Organization," Educational Administration and Supervision, (March, 1957).

"Continuing Education: Ladies' Choice, Nation's Responsibility," Employment Service Review, Vol. 4, No. 5 (May, 1967).

"Continuing Education of Women (The): A Challenge for Our Society," Adult Leadership, Vol. 14, No. 10 (April, 1966), pp. 326-328, 338-340.

"Continuing Education of Women (The)," in Japanese, The American Labor Review, Vol. 5, No. 7 (July, 1966), pp. 21-31.

"Development of a Grievance Procedure in the Public Schools (The)," Educational Administration and Supervision, (January, 1957).

"Diploma Programme in Adult Education," English and Swahili versions, Adult Education Now, No. 3, 1970, published by The Institute of Adult Education, University of Dar es Salaam, Tanzania, pp. 32-39.

"Discussion of Professional Education for the Education of Adults," Adult Education, (Spring, 1956), pp. 148-150.

"Education and Aging," Proceedings of 10th Annual Conference of the Western Gerontological Society, 1964.

"Educational Attainment and Willingness to Continue Learning," Eighth Salzburg Discussions of Leaders in Adult Education (July 25-31, 1965) at Haus Rief, Salzburg, Austria under the sponsorship of Verband Osterreichischer Volkshochschulen. Proceedings printed 1966.

"Educational Opportunities for Women," Conference Proceedings, University of California Extension, Berkeley, (1965).

"Evaluation: A Continuing Problem in Adult Education," California Journal of Secondary Education, (December, 1953).

"Influence of Social Class Behavior Upon Adult Education Participation (The)," Adult Education, Vol. XX, No. 3 (Spring, 1970).

"Leadership in Adult Education," with Robert Wenkert, Australian Journal of Adult Education, (July, 1963).

"Leisure Styles and Adult Education," with Robert Wenkert, Adult Education, (Fall, 1969), pp. 3-22.

"Leisure Styles and Adult Education," with Robert Wenkert, a paper delivered at the session on the Sociology of Leisure at the 58th Annual Meeting of the American Sociological Association, 1963.

"Leisure and American Adult Education," with Robert Wenkert, International Journal of Adult and Youth Education, (Vol. XV, No. 4, 1963), pp. 165-170.

"Obstacles to Blue Collar Participation in Adult Education," with Robert Wenkert, an essay in Blue-Collar World: Studies of the American Worker, edited by Arthur B. Shostak and William Gomberg (Englewood Cliffs, N.J.: Prentice-Hall, 1964).

"Perspective on Programming in Adult Education (A): A Critical Challenge," Adult Leadership, (February, 1967), Vol. 15, No. 8, pp. 258-260. 291-293.

"Problems of Adult Administrators: A Study of the Work of the Public School Adult Administrator," Adult Education, (Summer, 1959).

"Problems of an Adult Administrator," Indian Journal of Adult Education, Vol. 20, No. 4, (December, 1959), pp. 14-21.

"Relevance of the Study of Sociology to Adult Education Practice (The)," Chapter 7 in Adult Education: Outlines of an Emerging Field of University Study, edited by Gale Jensen, A. A. Liveright, and Wilbur Hallenbeck (Washington, D.C.: Adult Education Association of the U.S.A., 1964), pp. 113-136.

"Role and Functions of Adult Education in Tanzania (The)," Mbioni, Vol. VI, No. 2 (1970), pp. 4-28. (The Journal of Kivukoni College, Dar es Salaam, Tanzania).

"Search for Direction in University Adult Education (A)," Adult Leadership, (October, 1966).

"Search for Direction in University Adult Education (A): New Occasions, New Opportunities, New Responsibilities," Proceedings of the 9th Annual Seminar on The University, Adult Education, and A Changing Society (East Lansing: Michigan State University, 1966), pp. 57-71.

"Social Factors of a Community Which Influences Its Adult Education," a chapter in Wilbur C. Hallenbeck, et al., Community and Adult Education, (Chicago: Adult Education Association of the U.S.A., 1962), pp. 9-17.

"Social Setting in Adult Education (The)," Chapter I in Handbook of Adult Education, edited by Robert Smith, George Aker, and J. Roby Kidd, (New York: The Macmillan Co., 1970), pp. 3-23.

"Study of Social Control in the Adult School (A)," in Readings for Teachers of Readings in Adult Basic Education, edited by David W. Knight and Lora R. Friedman (Hattiesburg: Mississippi State Department of Education, 1970), pp. 73-89.

"Study of Social Controls in the Adult School (A)," Adult Education, (Spring, 1960).

"Study of the Career of the Public School Adult Administrator (A)," Adult Education, (Autumn, 1959).

"What Is Liberal Education for Workers?" Labor Education Viewpoints, (Spring, 1963).

"Workers Education," Adult Leadership, (March, 1961).

ADDITIONAL CURRICULUM AND OTHER ABE MATERIALS

The following materials have been taken from the National Multimedia Center for Adult Education Project Office - Adult Continuing Education Center. This material principle reflects samples of ABE teaching materials from different publishers. It also contains bibliographic references, final reports of ABE programs, and other studies related to adult training. The National Multimedia Center has not provided categories of this material, nor of any other system. The purpose of the abstracts printed here should be considered as samples from a variety of sources. If the reader would like to know of other materials by the same publishers or sources, it is suggested that he write directly to that source. Or, an alternative would be to order the abstracts from the National Multimedia Center, 14 Normal Avenue, Montclair State College, Upper Montclair, New Jersey 07043. As of February, 1972 there were 1,400 abstracts.

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TITLE: IMPROVING THE READING LEVEL OF DISADVANTAGED ADULTS
AUTHOR: Graham, W. Malen
SOURCE: Draper Correctional Center, Elmore, Alabama

COMMENT: Youthful offenders (age 20) at Draper Correctional Center representing an educational range from zero grade level through high school, and a median level of sixth grade, were found to need individualized instruction to improve reading skills. The bulk of this report describes the Reading Improvement Program the instructor found most successful-involving use of a PerceptoScope, a multi-function machine. The report describes methodology and techniques used and analyzes results. Other materials used are also evaluated. The appendix analyzes grade level gains achieved using the different type materials.

TITLE: ADULT BASIC EDUCATION FOR THE DISADVANTAGED: PROCEDURES USED TO RAISE THE BASIC EDUCATIONAL LEVEL
AUTHOR: McKee, John M.
SOURCE: Rehabilitation Research Foundation, Elmore, Alabama

COMMENT: Procedures for increasing the basic educational level of disadvantaged learners are discussed in this paper: 1) establishing a meaningful goal for each person; 2) selecting material specifically related to a student's vocational need; 3) solving realistic problems in the learner's field of interest; 4) use of "contingency management" as a means of supplying continued motivation. Programmed instruction is recommended as a means of reinforcement of learning. The project was carried on with youthful offenders at Draper Correctional Center, Elmore, Alabama as part of an MDTA Project.

TITLE: BE INFORMED SERIES: UNITS 1-10; STUDY UNITS FOR ADULTS
AUTHOR: Navakouski, Dianne
SOURCE: New Readers Press, Syracuse, New York

COMMENT: This is a ten-unit study guide and work text for adults, written especially for use in ABE classes, special education and work-incentive programs. First developed by Laubach Literacy, publishers of the easy-English newspaper for adults, "News for You," this employs the same-style format with four-page newspaper-type presentations and illustrations of a particular aspect of money management. Each of the five subdivisions within a particular unit contains a four-page folder of review exercises to test comprehension of concepts taught. The ten major units covered are: 1) Personal Credit; 2) Buying an Auto; 3) Owning an Auto; 4) Buying a House; 5) Personal Insurance; 6) Renting a House; 7) Finding a Job; 8) Reading your Newspaper; 9) Taxes and 10) Banking. A brief teacher's guide is included.

TITLE: SKILLS DEVELOPMENT BOOK - TEACHER'S MANUAL
THE NOONAN-SPRADLEY DIAGNOSTIC PROGRAM OF COMPUTATIONAL SKILLS
AUTHOR: Noonan, Barry and Spradley, Thomas S.
SOURCE: Allied Education Council

COMMENT: This guide which accompanies the workbook and test booklet of the Noonan-Spradley Diagnostic Program of Computational Skills, is designed for use in remedial classes of both children and adults, English and non-English speaking pupils. Besides providing answers to the exercises in the Skills Development Book, the guide also offers instructions for administering the diagnostic test itself and a scoring template for test book problems.

TITLE: SKILLS DEVELOPMENT BOOK - TEST BOOK
NOONAN-SPRADLEY DIAGNOSTIC PROGRAM OF COMPUTATIONAL SKILLS
AUTHOR: Noonan, Barry and Spradley, Thomas S.

COMMENT: This test booklet which accompanies the Skills Development Book of the Noonan-Spradley Diagnostic Program of Computational Skills is designed for use in remedial classes of both children and adults, English and non-English speaking students. They begin by taking this test, in which they must select the proper answer (from a group of 5) to problems ranging from addition and subtraction to work in fractions and decimals. The results of this test give the student and instructor an indication of exactly which skills need strengthening. Work is then done in these areas in the Skills Development Book until the teacher feels it is time to re-test.

TITLE: AMERICAN MINORITIES; CONSUMER AWARENESS
AUTHOR: Howard, Ronald W.
SOURCE: Opportunities Industrialization Center, Inc., Philadelphia, Pa.

COMMENT: This series, designed for the Adult Armchair Education program operated by Opportunities Industrialization Center, Inc., Philadelphia, Pa., includes two Trainee Workbooks and a Group Leaders Manual. One Workbook, called Consumer Awareness, deals with wise buying, bogus salesmanship, frauds, consumer credit, and consumer contracts. The other Workbook, called American Minorities, deals with six major minority groups in America and consists of a short introductory reading, highlighting history and accomplishments. The Workbooks also include exercises to test comprehension, to reinforce new vocabulary, and to give practice in grammar and writing. The Group Leaders Manual explains, in detail, how to conduct this ten-session motivational learning experience, which emphasizes trainee participation in group discussion.

TITLE; AIDS FROM A.B.A. - PUBLICATIONS AND OTHER MATERIALS
SOURCE: American Bankers Association, Washington, D.C.

COMMENT: Listing more than 400 items--most of them booklets, but including special forms and films and instructional aids as well--this is the most recently published bibliography of aids available from the American Bankers Assoc. In addition to a table of contents there are three indexes; one by subject; one alphabetical and one by numerical listing. Some materials are free; others are not. Complete price information is included.

TITLE: CONSUMER EDUCATION; CHANGING TIMES EDUCATION SERVICE
SOURCE: Changing Times Education Service, Kiplinger Washington Editors, Inc., Editor;s Park, Maryland

COMMENT: This series is a sample of materials produced by the Changing Times Education Service, and includes 6 magazines, a teacher's guide for each issue, and a six-part teaching kit which relates to the publications. The texts are issues of Changing Times, a consumer-information and analysis magazine published monthly. The guides are issues of Teacher's Journal, also published monthly in conjunction with the magazine. The teaching kit is a set of five packets of materials for in-class use with lessons on Earning, Spending, Borrowing, Savings, and Budgeting, and one general guide to the concept and use of the packets. Magazines and journals are available by subscription at classroom prices; kit may be ordered separately from the publisher.

TITLE: WHAT IS BEHAVIORAL COUNSELING?
AUTHOR. McKee, John M.
SOURCE: Experimental Manpower Laboratory, Draper Correctional Center, Elmore, Alabama

COMMENT: The author, director of an experimental manpower program at Draper Correctional Center, Alabama, defines behavioral counseling as the identification, analysis and elimination of psychological problems causing the undesirable behavior and the substitution of systematic environmental contingency procedures to alter the person's responses to stimuli. An outline is given of the steps a behavioral counselor will follow to achieve these ends. Cooperation of the client is essential if the program is to succeed.

TITLE: BIBLIOGRAPHY, CURRICULUM MATERIALS FOR ADULT BASIC EDUCATION
AUTHOR: Butkiewicz, Lillian
SOURCE: Harford Junior College, Community Service Division, Harford County, Bureau of Adult Education, Bel Air, Maryland

COMMENT: This bibliography of materials available to ABE teachers in Harford County is divided by subject matter. All are materials that teachers of this particular ABE program have used and endorsed. Student level is indicated.

TITLE: WORD LISTS FOR DICTIONARY USAGE AND SPELLING EXERCISES
SOURCE: Harford Junior College, Community Service Division, Harford County, Bureau of Adult Education, Bel Air, Maryland and Army Education Center, Aberdeen Proving Grounds, Maryland

COMMENT: Worked out cooperatively by the Army Adult Education Center at Aberdeen Proving Grounds and Harford Junior College's Community Service Division, Adult Education Bureau, these dictionary and spelling exercises comprise a vocabulary, which students aiming for the GED high school equivalency diploma would encounter. Students must recognize misspelled words, must know alphabetical order, and use of dictionary "guide words." No answer key is given on these sheets.

TITLE: RECRUITMENT
AUTHOR: Howard, Ronald W.
SOURCE: Opportunities Industrialization Center, Inc., Philadelphia, Pa.

COMMENT: This is a series of five pamphlets on innovative methods used successfully by the Adult Armchair Education Project to recruit the urban disadvantaged of Philadelphia (the black ghetto poor) into informal ABE classes meeting in area homes. Points stressed throughout the series are 1) the need for face-to-face, door-to-door recruitment of students; 2) the use of trained and paid paraprofessionals indigenous to the area as student recruiters; 3) the need to set meaningful goals with and for the students; 4) the need to make teaching relevant; 5) the need to involve the community. The five pamphlets are designed

to help other areas throughout the nation set up similar programs involving equally large percentages of area populations most in need of such education and skill training.

TITLE: FINAL REPORT: PROJECT TO TRAIN TEACHERS IN ADULT BASIC EDUCATION CURRICULUM DEVELOPMENT; JULY 21-AUGUST 8, 1969; OHIO STATE UNIVERSITY

SOURCE: Ohio State University; Center for Adult Education, Columbus, Ohio

COMMENT: This report includes texts of speeches delivered during a three-week summer institute involving 113 participants with varying degrees of experience in adult basic education. Objectives of the workshop were to help develop skills in the preparation of curricula for adult basic education and to train leaders for conducting in-service training programs in curriculum development. It was also hoped that workshop participants would gain more insight into the characteristics of learners in ABE programs and develop the ability not only to evaluate published ABE materials but also to explore new approaches in the field to make education more meaningful for the student.

TITLE: TOWARD A JOINT ATTACK ON FUNCTIONAL ILLITERACY; PROCEEDINGS OF THE OZARK-APPALACHIA CONFERENCE, HOT SPRINGS, ARKANSAS, NOVEMBER 3-4, 1969

AUTHOR: Pilcher, Palmer C.

SOURCE: University of Arkansas; Division of Continuing Education, Fayetteville, Ark.

COMMENT: Conference participants were ABE specialists from eight states--Arkansas, Mississippi, Texas, New Mexico, Kentucky, Illinois, Arizona and California--the majority of these states with large land areas, low densities of population, tremendous numbers of functionally illiterate, unemployed or under-employed persons. The basic questions which the conference attacked were: how to reach this largely untapped student potential; how to give each person a sense of self-esteem along with basic reading, arithmetic, writing and job skills; and how to choose personnel and materials designed specifically for the people of these areas. Stress was placed by the six major speakers on the need for more extensive use of paraprofessionals; on continuous in-service training programs; on preparing video-taped materials for students to use at home as well as in school; on establishing resource centers to test new methods and materials; and on gearing one's ABE program to the specific needs of a geographic area.

TITLE: A SELECTED ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL LITERACY MATERIALS FOR ADULT BASIC EDUCATION
AUTHOR: Smith, Edwin H.; Berry, Eloise S. and others
SOURCE: State of Florida, Dept. of Education, Division of Vocational, Technical and Adult Education

COMMENTS: This bibliography for teachers of adult basic education is divided into four sections: 1) communication skill building materials; 2) tests designed for ABE student placement; 3) materials dealing with practical mathematics; and 4) texts dealing with development of consumer and family education skills. Materials were chosen by the editors with the functionally illiterate adult in mind and with the emphasis largely on self-instructional texts and supplementary pamphlets. Entries are generally annotated for content; a list of publishers is provided, and most prices are included.

TITLE: A STATEWIDE PROFILE OF ADULT BASIC EDUCATION
AUTHOR: Essex, Martin W.
SOURCE: State of Ohio, Dept. of Education, Columbus, Ohio

COMMENT: This "profile" contains descriptive information about the 72 ABE programs operational throughout the state of Ohio during the 1968-69 school year, when a comprehensive survey was taken. Information from three groups--program directors, teachers and students--was collected and analyzed. The survey covers such questions as housing of classes, scheduling, teacher recruitment, in-service training, curriculum content, student age, background and previous education, as well as attitude and drop-out rate, and analyzes results in text, bar graph and summary form.

TITLE: RESOURCE DEVELOPMENT AND UTILIZATION IN ADULT BASIC EDUCATION
AUTHOR: Aker, George F. and Schroeder, Wayne L.
SOURCE: Dept. of Adult and Continuing Education, Florida State University

COMMENT: This is a report of a two-week residential seminar hosted by Florida State University for state directors of ABE programs. Sixty-four participants met to discuss mutual problems--such as, developing a better public image of adult education; the need to coordinate their efforts with those of other public community agencies; developing ways to complete educational and supportive services for under-literate adults; setting up a meaningful evaluation of existing programs and services. Authors stress that overall significance of the Institute can only be measured in future terms: changes that will actually occur in ABE in terms of a) greater participation among all adults in need of education; b) improved performance on part of both students and instructional staffs; c) creation and implementation of new and creative methodology; and d) greater accomplishment in eliminating illiteracy and all its attendant problems among adults.

TITLE: VOCATIONAL EDUCATION: INNOVATIONS REVOLUTIONIZE CAREER TRAINING
AUTHOR: Smoker, David S.
SOURCE: National School Public Relations Association, Washington, D.C.

COMMENT: This report summarizes new trends and new thinking in vocational education throughout the United States. Permanent program funding, work-study programs, exemplary programs and projects, residential vocational schools, moves toward coordination and consolidation of vocational education, manpower training programs, education-industry partnerships are summarized here. New Programs on the national level, on the state level, and in various municipalities are outlined. Important points include: 1) vocational education now concentrates on people-training rather than on training for specific or narrow occupations; and 2) the status of vocational education has been greatly upgraded in recent years with the recognition that vocational education is for everyone and not just for the non-college-bound.

TITLE: DIRECTORY OF SPANISH-SPEAKING COMMUNITY ORGANIZATIONS
AUTHOR: Castillo, Martin G.
SOURCE: Cabinet Committee on Opportunity for the Spanish-speaking, Washington, D.C.

COMMENT: This directory is a guide to more than 200 organizations throughout the country concerned with helping the Spanish-speaking citizenry to a better life. These agencies are listed alphabetically and state by state and include name of principal officer, address, phone number, date established and objectives. Some of the objectives are protection of civil rights for the Spanish-speaking, help with housing, various aspects of consumer education, vocational help, medical services, scholarship aid, youth-and-community organization, and cultural enrichment.

TITLE: YOUR GUIDE FOR TEACHING MONEY MANAGEMENT
AUTHOR: MacDonald, H.E., Gruits, Shari
SOURCE: Household Finance Corporation, Money Management Institute, Chicago, Ill.

COMMENT: This booklet is a general guide for instructors in adult basic education teaching students to be more knowledgeable consumers and wise users of their buying power and/or credit. It does not parallel, chapter by chapter, any of the other booklets published by Money Management Institute. Concepts covered are consumer buying, consumer credit, savings, insurance and investments, and consumer rights and responsibilities. The booklet opens into double-fold pages.

TITLE: BIBLIOGRAPHY OF TEXTS FOR ADULT BASIC EDUCATION
AUTHOR: Trujillo, Thomas M.
SOURCE: New Mexico State Dept. of Education, Adult Education Division, Division of Vocational Technical Education

COMMENT: This bibliography--with annotated comments including suggested grade level and text price--was prepared initially for the beginning ABE teacher in New Mexico and for the intermediate or advanced-class teacher who wanted to be kept advised of new and innovative texts as they are published. Five subject areas are covered in depth--English as a Second Language, Language & Reading, Social Studies, Mathematics, and Science.

TITLE: ADULT BASIC EDUCATION: ANNOTATED BIBLIOGRAPHY
AUTHOR: Carter, Nancy B.
SOURCE: St. Louis Public Library System, Education Department, St. Louis, Mo.

COMMENT: This bibliography contains several hundred annotated listings of mostly well-known commercial materials published for ABE. Comments include publisher, pages, and suggested grade level. A list of available ABE tests (standard) is included, as is a publisher's list.

TITLE: INDIVIDUALIZED READING: AN ANNOTATED BIBLIOGRAPHY
AUTHOR: Sartain, Harry W.
SOURCE: International Reading Association, Newark, Delaware

COMMENT: This compilation represents a cross-section of opinion on individualized reading. Included are arguments for and against I.R., research studies and summaries, suggestions on instructional materials to be used, descriptions of programs which are fully individualized and those that incorporate individualized reading as one phase in the overall program. Items are listed under four groupings--1) views of individualized reading; 2) experimentation & research; 3) classroom practices and 4) materials of instruction.

TITLE: EDUCATIONAL ASPECTS OF PENAL INSTITUTION INMATES
SOURCE: Northern Colorado Educational Board of Cooperative Services Information Retrieval Center, Boulder, Colorado

COMMENT: This is the first in a series of two annotated bibliographies and a user's guide. Material summarized includes all documents recorded by ERIC dealing with educational aspects of penal institution inmates. Complete abstracts are given. Studies include those done at the Draper Correctional Institute, MDTA programs in penal institutions, remedial attitudinal therapy in the prison classroom, other experiments.

TITLE: PROGRAMMED INSTRUCTION AND COMPUTER-ASSISTED INSTRUCTION IN ADULT BASIC EDUCATION
AUTHOR: Lumsden, D. Barry
SOURCE: The Dept. of Adult and Community College Education, North Carolina State University, Raleigh, North Carolina

COMMENT: Proceedings of a summer institute among leaders in the field of educational technology to develop new insights and techniques for the use of programmed instruction and computer-assisted instruction with under-educated adults to increase their efficiency of learning, the report covers such topics as: integrating programmed instruction into existing ABE programs; programming success for under-educated adults; the learning laboratory approach and the evaluation of programmed instruction materials.

TITLE: TEACHING ADULT BASIC READING
AUTHOR: Minaya, Edna, Brown, Don A., and others.
SOURCE: The University of the State of New York/The State Education Department Bureau of Continuing Education Curriculum Development, Albany, New York

COMMENT: This teaching guide is designed to provide a handbook for those who teach reading to adults on the basic and primary levels. It may also be used for teacher training programs in reading. Provided is a review of basic theory applied to the adult student plus instruction in classroom procedures. Emphasis has been placed on the incorporation of a cyclic process of diagnosis, instruction, reinforcement, and evaluation. Also included are a guide to skills sequences and speaking and listening activities. Appendices offer an explanation of relevant terms and generalizations about phonetics, syllabication, and accent. A reference bibliography contains titles for both teachers and students.

TITLE: INDEX TO EDUCATIONAL AUDIO TAPES
SOURCE: National Information Center for Educational Media-University of Southern California, University Park, Los Angeles, California

COMMENT: This index is intended to provide media staff, library personnel, and educators with a bibliographical guide to commercially prepared educational audio tapes. Offered in the volume are over 10,000 titles of tapes which may be used with students on levels 1-12, college students, teacher trainees, professionals, etc. It is divided into three main parts: SUBJECT GUIDE TO AUDIO TAPES, including a "Subject Heading Outline," and "Index to Subject Headings," and the Subject Guide to Audio Tapes, and ALPHABETICAL GUIDE TO AUDIO TAPES, which includes pertinent data such as age level, length, etc., and a DIRECTORY OF PRODUCERS AND DISTRIBUTORS. Also included is a section on how to use the index.

TITLE: INDEX TO EDUCATIONAL VIDEOTAPES
SOURCE: National Information Center for Educational Media (NICEM) - University of Southern California, University Park, Los Angeles, California

COMMENT: This index is intended to provide media staff, library personnel, and educators with a bibliographical guide to commercially prepared videotapes in Helical Scan and/or Standard Quadruplex configurations. Offered are over five thousand titles of videotapes which may be used with students on levels 1-12, college students, teacher trainees, professionals, etc. The volume is divided into three main parts: SUBJECT GUIDE TO VIDEO TAPES, including a "Subject Heading Outline," and "Index to Subject Headings," and the "Subject Guide to Videotapes," ALPHABETICAL GUIDE TO VIDEOTAPES, which includes pertinent data such as age level, length, etc., and a DIRECTORY OF PRODUCERS AND DISTRIBUTORS. Also included is a section on how to use the index.

TITLE: ANNOTATED BIBLIOGRAPHY; ADULT EDUCATION RESOURCE LIBRARY
AUTHOR: Wright, Wynn, Ed.; Others
SOURCE: State Department of Public Instruction, Phoenix, Arizona. Adult Education Division

COMMENT: Over 1600 books, journals, magazines, tapes, and other educational tools published between 1960-1970, but with the main portion of entries published during or after 1965, are listed in this bibliogrphy for personnel involved in teaching adult students. Most entries are annotated for clarification of content. Divided into four main subject headings--1) Student Materials, 2) Teacher Resource Materials, 3) Tape Library, and 4) Educational tools, the entries are subdivided into particular disciplines and interest areas. Inhouse collection. A publisher's index is provided.

TITLE: POVERTY: AN ANNOTATED BIBLIOGRAPHY FOR ADULT BASIC EDUCATION TEACHERS
AUTHOR: Thompson, Ernestine H.
SOURCE: Southern Regional Education Board, Atlanta, Georgia

COMMENT: This annotated bibliography contains 205 entries divided into six main parts: 1) Face of Poverty, 2) People of Poverty, 3) Psychology of Poverty, 4) Dynamics of Poverty, 5) Urbanization of Poverty, and 6) Abolition of Poverty. Entries include books, magazine articles, reports, educational programs, and studies pertaining to all facets of poverty and including all the various groups affected by poverty in the United States. The text includes author and subject indexes.

TITLE: POVERTY AND WELFARE: JUSTICE IN URBAN AMERICA
AUTHOR: Ratcliffe, Robert H. ed and Others
SOURCE: Houghton Mifflin Company, Boston, Mass.

COMMENT: One of a series of six textbooks on practical law and current problems designed to provide an understanding of the basic principles underlying the operation of law and to engage the student in critical analysis of procedure, forms, attitudes, alternatives, and resolutions of issues. This unit is concerned with the political, economic, and social problems of the poor and how existing law applies to them. Divided into five major parts--1) Poverty in America, 2) Poverty: Attitudes and Issues, 3) Growth of Government Aid, 4) Welfare Programs Today, and 5) Conflicts in Court, the text includes sample forms, court cases, photographs, graphs, charts, study and discussion questions, and projects. A short bibliography and an index are appended.

TITLE: CURRICULUM RESOURCE UNIT; ADULT BASIC EDUCATION; READING FOR THE FUNCTIONALLY-ILLITERATE ADULT
AUTHOR: Cziok, Lester V.
SOURCE: Minneapolis Public Schools, Community Educational Services, Minneapolis, Minnesota

COMMENT: This unit, written around a vocabulary of 389 words most frequently used by adults is specifically designed for the "functionally illiterate" adult, who has not developed skills in reading and related spelling, writing, listening, and oral communication abilities. The unit is composed of loose sheets so that appropriate lessons may be chosen for each student according to his needs and so that irregular attendance need not interrupt the continuity of learning. Each student is able to proceed at his own pace. The readings center on family life activities. Pictures aid comprehension. Sample writing lessons help the student to develop cursive skills and to learn to fill out job application forms. The unit is designed to give the student materials that are meaningful and challenging but not too difficult.

TITLE: MEXICAN-AMERICANS; A HANDBOOK FOR EDUCATORS
AUTHOR: Forbes, Jack D.
SOURCE: Educational Systems Corporation, Washington, D. C.

COMMENT: A handbook for educators who will be teaching students of Mexican ancestry, this gives a comprehensive history of the Mexican heritage, an analysis of the contributions of Mexican-Americans to our culture, a listing of the assets they bring into the classroom, a suggestion that a bi-lingual approach be used to make maximum use of their rich background and suggestions on how to give curricula in the school a Mexican dimension where appropriate. At the back of the booklet is a guide to further reading for teachers and educators and listings of materials (including audio-visuals) available for classroom use.

TITLE: AMERICAN MINORITIES; CONSUMER AWARENESS
AUTHOR: Howard, Ronald W.
SOURCE: Opportunities Industrialization Center, Inc., Philadelphia, Pa.

COMMENT: This series, designed for the Adult Armchair Education program operated by Opportunities Industrialization Center, Inc., Philadelphia, Pa., includes two Trainee Workbooks and a Group Leaders Manual. One Workbook, called Consumer Awareness, deals with wise buying, bogus salesmanship, frauds, consumer credit, and consumer contracts. The other Workbook, called American Minorities, deals with six major minority groups in America and consists of a short introductory reading, highlighting history and accomplishments. The Workbooks also include exercises to test comprehension, to reinforce new vocabulary, and to give practice in grammar and writing. The Group Leaders Manual explains, in detail, how to conduct this ten-session motivational learning experience, which emphasizes trainee participation in group discussion.

TITLE; AIDS FROM A.B.A. - PUBLICATIONS AND OTHER MATERIALS
SOURCE: American Bankers Association, Washington, D.C.

COMMENT: Listing more than 400 items--most of them booklets, but including special forms and films and instructional aids as well--this is the most recently published bibliography of aids available from the American Bankers Assoc. In addition to a table of contents there are three indexes; one by subject; one alphabetical and one by numerical listing. Some materials are free; others are not. Complete price information is included.

TITLE: CONSUMER EDUCATION; CHANGING TIMES EDUCATION SERVICE
SOURCE: Changing Times Education Service, Kiplinger Washington Editors, Inc. Editor;s Park, Maryland

COMMENT: This series is a sample of materials produced by the Changing Times Education Service, and includes 6 magazines, a teacher's guide for each issue, and a six-part teaching kit which relates to the publications. The texts are issues of Changing Times, a consumer-information and analysis magazine published monthly. The guides are issues of Teacher's Journal, also published monthly in conjunction with the magazine. The teaching kit is a set of five packets of materials for in-class use with lessons on Earning, Spending, Borrowing, Savings, and Budgeting, and one general guide to the concept and use of the packets. Magazines and journals are available by subscription at classroom prices; kit may be ordered separately from the publisher.

TITLE: BE INFORMED SERIES: UNITS 1-10; STUDY UNITS FOR ADULTS
AUTHOR: Navakouski, Dianne
SOURCE: New Readers Press, Syracuse, New York

COMMENT: This is a ten-unit study guide and work text for adults, written especially for use in ABE classes, special education and work-incentive programs. First developed by Laubach Literacy, publishers of the easy-English newspaper for adults, "News for You," this employs the same-style format with four-page newspaper-type presentations and illustrations of a particular aspect of money management. Each of the five subdivisions within a particular unit contains a four-page folder of review exercises to test comprehension of concepts taught. The ten major units covered are: 1) Personal Credit; 2) Buying an Auto; 3) Owning an Auto; 4) Buying a House; 5) Personal Insurance; 6) Renting a House; 7) Finding a Job; 8) Reading your Newspaper; 9) Taxes and 10) Banking. A brief teacher's guide is included.

TITLE: SKILLS DEVELOPMENT BOOK - TEACHER'S MANUAL
THE NOONAN-SPRADLEY DIAGNOSTIC PROGRAM OF COMPUTATIONAL SKILLS
AUTHOR: Noonan, Barry and Spradley, Thomas S.
SOURCE: Allied Education Council

COMMENT: This guide which accompanies the workbook and test booklet of the Noonan-Spradley Diagnostic Program of Computational Skills, is designed for use in remedial classes of both children and adults, English and non-English speaking pupils. Besides providing answers to the exercises in the Skills Development Book, the guide also offers instructions for administering the diagnostic test itself and a scoring template for test book problems.

TITLE: SKILLS DEVELOPMENT BOOK - TEST BOOK
NOONAN-SPRADLEY DIAGNOSTIC PROGRAM OF COMPUTATIONAL SKILLS
AUTHOR: Noonan, Barry and Spradley, Thomas S.

COMMENT: This test booklet which accompanies the Skills Development Book of the Noonan-Spradley Diagnostic Program of Computational Skills is designed for use in remedial classes of both children and adults, English and non-English speaking students. They begin by taking this test, in which they must select the proper answer (from a group of 5) to problems ranging from addition and subtraction to work in fractions and decimals. The results of this test give the student and instructor an indication of exactly which skills need strengthening. Work is then done in these areas in the Skills Development Book until the teacher feels it is time to re-test.

TITLE: RIGHTS AND DUTIES OF CITIZENS: BOOK I
AUTHOR: Shawn, Bernard
SOURCE: Frank E. Richards, Publisher, Phoenix, New York

COMMENT: This is the first in a series of three workbooks designed to be used as a supplement to the original text of Foundations of Citizenship. Short reading paragraphs are followed by exercises to test reading comprehension and grasp of particular concepts covered. Book I discusses family responsibilities and proper job attitudes.

TITLE: RIGHTS AND DUTIES OF CITIZENS: BOOK II
AUTHOR: Shawn, Bernard
SOURCE: Frank E. Richards, Publisher, Phoenix, New York

COMMENT: This is the second in a series of three workbooks designed to be used as a supplement to the original text of Foundations of Citizenship. Short reading paragraphs are followed by exercises to test reading comprehension and grasp of particular concepts covered. Book II discusses taxes, banking forms, and use of a checking account, etc.

TITLE: RIGHTS AND DUTIES OF CITIZENS: BOOK III
AUTHOR: Shawn, Bernard
SOURCE: Frank E. Richards. Publisher, Phoenix, New York

COMMENT: This is the third in a series of three workbooks designed to be used as a supplement to the original text of Foundations of Citizenship. Short reading paragraphs are followed by exercises to test reading comprehension and grasp of particular concepts covered. Book III discusses workers' rights--unemployment and disability insurance, workmen's compensation, etc.

TITLE: GETTING READY FOR PAY DAY
AUTHOR: Hudson, Margaret W. and Weaver, Ann A.
SOURCE: Frank E. Richards, Publisher, Phoenix, New York

COMMENT: This is a series of three workbooks designed to teach the adult student proper ways to handle the money he earns in order to effectively provide for his own and his family's needs. Book I covers Checking Accounts; Book II covers Savings Accounts; and Book 3 titled Planning Ahead, covers the need to budget. Extensive practice is provided.

TITLE: USEFUL ARITHMETIC
AUTHOR: Wool, John D.
SOURCE: Frank E. Richards, Publisher, Phoenix, New York

COMMENT: These two workbooks give the adult student extensive practice in figuring grocery and other bills, in doing price comparison, in computing costs of transportation, membership dues, restaurant checks, etc. Short paragraphs of text are followed by exercises directly related to the concepts being stressed. Book II goes into more depth and more difficult arithmetic concepts--cost of installment loans, setting up budgets, checking and savings accounts, etc.

TITLE: ARITHMETIC THAT WE NEED
AUTHOR: Mooney, Thomas J.
SOURCE: Frank E. Richards, Publisher, Phoenix, New York

COMMENT: Basic skills in mathematics are covered in ten chapters--measurement, per cent, discounts, temperature, money and time computations, area, perimeter, Roman numerals, liquid comparisons, etc. From a concrete concept students are taken step by step to a more abstract level. Explanations are followed by examples and exercises to test comprehension.

TITLE: USING MONEY SERIES
AUTHOR: Wool, John D.
SOURCE: Frank E. Richards, Publisher, Phoenix, New York

COMMENT: This is a series of four workbooks whose ultimate aim is to teach the principles and practices of successful money management to adults. Book One introduces coins by name and value. Book Two concentrates on the correct way to make change. Book Three teaches ways to be a wise consumer, to compare prices, and to budget. Book Four deals with earning, spending, and saving power, covering credit, installment buying, loans, savings and checking accounts, etc. Black and white illustrations help students to understand the concepts being taught. Exercises check comprehension.

TITLE: YOUR GUIDE TO SKILLFUL SPEAKING
AUTHOR: Hardwick, Lucy Hardin
SOURCE: Good Reading Rack Service, Good Reading Communications, Inc. New York

COMMENT: This book is a handbook which presents in a direct conversational manner, the qualities of a good speech, how to prepare it, and how to deliver it effectively. Nine steps are given in planning the speech. Specific advice is given in an easy to understand, coherent manner. Students may use this as a class assignment or they may use it independently.

TITLE: HOW TO SAY WHAT YOU MEAN
AUTHOR: Angell, Madeline
SOURCE: Good Reading Rack Service, Good Reading Communications, Inc., New York

COMMENT: This booklet focuses attention on the art of everyday speech. By answering a set of provocative questions, it explains the qualities which help to develop a good speaker and a good listener. Special emphasis is placed on good grammar distinct speech, and appropriate gestures. The questions stand out since they are printed on a yellow background and the rest of the text is written on white. This is a common sense approach to more effective communication through better speech.

TITLE: PUT SENSE INTO YOUR DOLLAR
AUTHOR: Hardwick, Lucy Hardin
SOURCE: Good Reading Rack Service, Good Reading Communications, Inc., New York

COMMENT: This booklet offers suggestions on how to get the most for your money. The emphasis is on organization and planning. A calendar of "Best Buying" times is presented so the student can consider buying out-of-season merchandise at clearance prices. Tips on buying food and clothing are also given. Transportation and recreation are also considered. In all the areas discussed, concrete and practical suggestions are made. Finally, there is a section on credit and installment buying.

TITLE: ADULT BASIC EDUCATION CURRICULUM GUIDE
SOURCE: West Virginia State Board of Education, Division of Vocational Education, Charleston, West Virginia

COMMENT: Intended as an outline guide to the subjects, areas of knowledge and skills needed by the undereducated adult before he can advance in modern society, this guide outlines specific areas to be covered in English, Science, Arithmetic, Social Studies, etc., with special emphasis on suiting skills to the student's occupation and geographical location. Introductory articles emphasize the role of the teacher in interesting and retaining the adult student. A short list of ABE instructional materials is included.

TITLE: ADULT BASIC EDUCATION INSTRUCTIONAL MATERIALS GUIDE
AUTHOR: Winget, Lerue (Deputy Superintendent of Instruction)
SOURCE: Utah State Board of Education, Division of Special Educational Services, Section of Adult Education

COMMENT: Divided into five main parts--1) Instructional Materials Used and Evaluated by District Adult Basic Education Personnel, 2) Adult Basic Education Instructional Materials by Publisher and Curriculum Area, 3) Adult Basic Education Instructional Materials by Curriculum Area, 4) Adult Education Material for Teachers and Administrators, and 5) Adult Education Publishers and Suppliers, this bibliography classifies in-use books and related materials by publisher, price, suggested grade level, format (programmed, basal, enrichment), and in section one, by evaluations of teachers and administrators. Some entries are annotated (by publisher) for content.

TITLE: A BIBLIOGRAPHY OF MATERIALS FOR ADULT EDUCATION
AUTHOR: (Adult Reading Center, Kalamazoo, Michigan)
SOURCE: State Department of Education, Vocational-Technical Education Division, Cheyenne, Wyoming

COMMENT: Over 900 textbooks, visual aids, machines, equipment, and other materials are indexed by author, title, and publisher, and are arranged alphabetically by author under subject headings. This guide is designed to be a comprehensive bibliography of available materials for Adult Education in Wyoming. Most entries are annotated briefly; prices are provided. All general curriculum subjects are covered briefly; additional sections on guidance, reference, poverty, dropouts, and teaching methods are included.

TITLE: OPERATION ALPHABET I: STUDENT WORKBOOK
SOURCE: Noble and Noble, Publishers, Inc., New York, N. Y.

COMMENT: Designed to give semi-literate adults practice in reading and writing, this workbook contains 100 short lessons each divided into We Read and We Write, with four or five new words assigned to each story. A glossary, handwriting charts, and work space are provided. Drawings illustrate the lessons.

TITLE: FINAL REPORT: DEMONSTRATION AND EVALUATION OF PROGRAM LEARNING IN ABE LEARNING CENTERS.
AUTHOR: Sourifman, Vivian M., Ed.
SOURCE: Adult and Continuing Education Center, Montclair State College, Upper Montclair, New Jersey

COMMENT: These materials represent the procedure, findings, and recommendations of the Demonstration Learning Center Project in Newark-Camden, New Jersey, July, 1968-August 1970, and the materials developed by project participants. A three-volume final report discusses the operation and findings of the centers and includes teacher-developed materials, supplementary reports, bibliographies, and all data pertinent to the development of the centers. Two teacher-developed tapes accompany lesson plans in Volume II. A separate publication, Guidelines For ABE Learning Centers, records ideas, suggestions, and conclusions gleaned from the experiences of project participants. Also included in this series is Strategy and Action; Curricular-Instructional Materials and Related Media for the Disadvantaged Adult in the 1970's, which contains the proceedings of a conference at Cherry Hill, New Jersey, February 4-6, 1970, sponsored in part by the Learning Center project.

TITLE: HUMAN RESOURCE CENTER DIRECTORY
SOURCE: Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico

COMMENT: A reference bank of @ 1000 persons, most living in the southwestern or western United States, who have considerable expertise in educational, socio-economic, and cultural matters as they relate to the non-English speaking Spanish-surnamed adult. Persons are listed by name, title, present occupation, academic background, assignment preference, and expertise. A separate index classifies them alphabetically by curriculum area.

TITLE: THE INDIAN AND ADULT EDUCATION
AUTHOR: Redbird, Helen Marie
SOURCE: Oregon College of Education, Monmouth, Oregon

COMMENT: Based on the principle that most ABE teachers are ill-prepared in awareness to the pertinent differences of the culturally and socially different, this study discusses the historical background, cultural milieu, religions, primitive education, customs, and habits of the American Indian. Emphasis throughout is on the very special sensitivity needed to understand and relate to the Indian in a social setting. Sections of the text include pertinent data on the Indian, approaches to his education, and the role of the Bureau of Indian Affairs. Also included is a paper, "Ways of Working with the Navajos Who Have Not Learned the White Man's Ways," by Kathryn Polacca, a Navajo-Hopi and an Adult Education Specialist. Paper discusses in particular the customs and attitudes of the Navajo, with suggestions for the non-Indian teacher.

TITLE: A GUIDE FOR CURRICULUM PLANNING--BASIC EDUCATION FOR ADULTS (EXPERIMENTAL COPY)
SOURCE: Texas Education Agency

COMMENT: Although this Guide has been divided into specific content areas--communications, mathematics, science and health, civic education, and social skills--emphasis is on communicating in English and on mathematics. The Guide represents the efforts of 100 local school district teachers and administrators in preparing a "base curriculum" which should then be adapted for local needs of adult students. A rating sheet is included for administrators and educators in ABE programs to fill out as a guide for future revision and further refinement.

TITLE: TEACHER'S SUGGESTIONS FOR TEACHING ADULTS IN ADULT BASIC EDUCATION
AUTHOR: Benson, Viola and others
SOURCE: Texas Education Agency, Austin, Texas

COMMENT: Developed for teachers, supervisors and administrators involved in ABE programs throughout Texas, this booklet offers a guide to others in setting up or refining the skills curriculum in their own schools. Charts and outlines for sequential learning of reading skills; communications skills (listening, speaking, reading and writing); and mathematical skills are included.

TITLE: PRESENTING YOUR PROGRAM OF ADULT EDUCATION
AUTHOR: Mock, Ralph
SOURCE: Texas Education Agency, Division of Adult & Continuing Education

COMMENT: A handbook designed to aid those concerned with ABE programs to bring their message to a wider audience, this booklet presents both a sampling of public relations techniques that have been proven successful and actual releases, announcements, advertisements, newspaper articles and notices that various ABE centers throughout the state of Texas have used successfully.

TITLE: SELECTION AND EFFECTIVE USE OF PARAPROFESSIONALS IN ADULT EDUCATION
SOURCE: Texas Education Agency, Division of Adult & Continuing Education, Austin, Texas

COMMENT: This is a compact outline covering utilization, recruitment, assignment and orientation of paraprofessionals into the adult basic education program to increase the effectiveness of the teacher in the classroom and relieve him of routine procedures. The importance of continuing on-the-job instruction and supervision is stressed as is the need for effective patterns of cooperation to be established between the instructor and paraprofessionals. Important do's and dont's for teachers are listed.

TITLE: TECHNIQUES--FOR TEACHERS OF ADULTS
SOURCE: Texas Education Agency, Austin, Texas

COMMENT: Covering items such as "the first class meeting," danger signals of adult drop-outs," the "psychology of learning" and "teacher-student relationships," these suggestions, first published by the Dept. of Defense and reprinted by the Texas Education Agency, are designed to help the beginning ABE teacher get off to a good start. Included is an 18-point rating questionnaire on a teacher's GAQ (get acquainted qualities).

TITLE: HOLT ADULT BASIC EDUCATION: FIRST SERIES (A SAMPLE)
SOURCE: Holt, Rinehart, and Winston, New York, N. Y.

COMMENT: This first series of the Holt Adult Basic Education program, includes 5 texts and one workbook designed to give the newly-literate adult practice in using his reading skills within a meaningful economic context. Four of the texts, How to Get Along on the Job, Life With the Lucketts, The Thomases Life Here, and Get Your Money's Worth, are comprised of 20-30 progressive stories about a family trying to survive on a limited budget. Emphasis is on principles of home management, budgeting, food buying, community responsibility, and job attitudes. The fifth text, Learning How to Read and Write, is designed to increase the student's vocabulary by about 1500 words while developing his parallel reading and writing skills. The workbook, Learning to Write, is a ruled practice book for both manuscript and cursive writing.

TITLE: JOB DEVELOPMENT TECHNIQUES
AUTHOR: Murray, Donald E.
SOURCE: ESC (Educational Systems Corp) Washington, D. C.

COMMENT: Designed to help poverty programs to bridge the gap between their unemployed or under-employed participants and the world of work, this comprehensive guide emphasizes problem areas and pitfalls to avoid if avenues of job development and placement are to be broadened. The necessity to place people in jobs where not only their aptitudes but their interests lead them rather than to "plug holes" in employment ranks is stressed. Special sections cover job development in rural areas, working with unions, introduction and job orientation, follow-up after placement, the "world of work" curriculum, supportive services and record keeping. Sample forms are included. The appendix includes a list of recognized skill centers throughout the country, mailing addresses of manpower administrative agencies and suggested readings.

TITLE: MICHIGAN TRACKING PROGRAM
AUTHOR: Smith, Donald E. P. and Geake, R. Robert
SOURCE: Ann Arbor Publishers, Ann Arbor, Michigan

COMMENT: A set of two workbooks Visual Tracking and Work Tracking, and one teacher's manual. Visual Tracking is a by-product of a University of Michigan research program on perceptual skills in reading, where it was found that erratic eye movements were the cause of most reading erros, both in children and adults. Both workbooks use the tracking method--students must select the right word or letter from groups of random letters or nonsense words. Workbooks are designed for children or adults, and are self-instructional. The brief manual gives an introduction to the program.

TITLE: ACHIEVEMENTS OF THE AABEDC: FINAL REPORT
SOURCE: Appalachian ABE Demonstration Center, Morehead State University, Morehead, Ky.

COMMENT: This is the final report of the special project entitled: "Demonstration, Developmental, and Research Project of Programs, Materials, Facilities, and Educational Technology for Undereducated Adults" for the funding period of September, 1968-September, 1969. The project included modules throughout that area designated as Appalachia, and experimented with traditional classes, mobile field units, learning centers and laboratories, and various new approaches to an undereducated population. This document contains summaries of purpose, the methods, findings, and analysis of various state modules, facility, personnel, and evaluation information, and several appendices which outline the fiscal, organizational, etc. structure of the project as a whole.

TITLE: BIBLIOGRAPHY: CLEARINGHOUSE ON MEXICAN AMERICAN ADULT BASIC EDUCATION
AUTHOR: Dominquez, Ralph G., Editor
SOURCE: Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico

COMMENT: This collection of over 3000 abstracts represents all materials listed in the SWECEL clearinghouse in Albuquerque, New Mexico. All ABE curricula subjects are represented to some extent, all with reference to ESL students or adult illiterates, but emphasis is on 1) teaching English communications skills to Spanish-speaking Americans; and 2) publications dealing with the socio-economic-educational plight of Mexican-Americans. Included are commercial publications, project reports, monographs, audio-visual aids, papers, surveys, government reports, etc. Materials are indexed by primary descriptors; abstracts include short resumes of content and availability information. A 32-page primary descriptor catalogue is provided.

TITLE: HOW TO ESTABLISH AN ADULT LEARNING CENTER
SOURCE: Extension Teaching and Field Service Bureau, Division of Extension, University of Texas, Austin, Texas

COMMENT: Based on the success of the TEA Learning Center in Austin, Texas, this document is designed as a step-by-step guide to the administrative, functional, and operational processes to establishing and maintaining a successful learning center. Included are outlines of goals and objectives, instructional, personnel, and faculty needs, funding, recruiting, and evaluation processes, and a series of staff-developed contributions--a record folder, placement guides, a math placement exam, samples from the reading skills development program, recommended texts and audio-visual aids. Some photographs, charts, and diagrams are provided.

TITLE: A GUIDE FOR CURRICULUM PLANNING: BASIC EDUCATION FOR ADULTS
SOURCE: Texas Education Agency, Austin, Texas

COMMENT: This guide contains unit goals, teaching suggestions, sample lesson plans, and sample student material for general ABE programs. Lesson and unit plans are in outline form. Materials (commercial and non-commercial) recommended for each lesson are listed simultaneously. A selected bibliography for professional materials on ABE is provided, as are outlines for curriculum planning evaluation and personnel development.

TITLE: PROGRAMS FOR ACHIEVEMENT IN READING (PAR)
SOURCE: Programs for Achievement in Reading, Inc., Providence, Rhode Island

COMMENT: This program is a set of two different independent but interchangable series; the core of the program is Powereading, a reading skills program of five workbooks designed for high school level and one instructor's manual. The larger series, High School Equivalency, includes the Powereading program but adds workbooks for skills in English, Mathematics, and Algebra, along with sample H.S.E. tests and answers and another instructor's guide. SEE: Programs for Achievement in Reading (PAR): Powereading and Programs for Achievement in Reading (PAR): High School Equivalency.

TITLE: I WANT TO READ AND WRITE (REVISED EDITION)
AUTHOR: Smith, Harley A. and Wilbert, Ida Lee King
SOURCE: Steck-Vaughn Company, Austin, Texas

COMMENT: I Want to Read and Write is a workbook for adults who are beginners in reading and writing. The eleven units contained in the book are directed toward establishing and developing a basic vocabulary of 117 sight words and 220 service words. Although the lessons are sequential in reading and difficulty, they may be used according to the teacher's discretion. Each unit contains an introduction, "Words to Study," a short written passage, and a possible discussion topic, "Things to Talk About."

TITLE: CAMBRIDGE WORK-A-TEXT IN ENGLISH
AUTHOR: Gray, Lee Learner and Hauser, Travis L.
SOURCE: Cambridge Book Company, Inc., New York, N. Y.

COMMENT: This set of two workbooks is designed to provide a strong grammar foundation in order to communicate more effectively in both speaking and writing. In both books, grammatical principles are related to unit themes ("Telling Stories--Writing Complex Sentences" and "Let's Talk It Over--Working with Verbs"), but in Book 2 there is an emphasis on media ("How to Read a Newspaper--More About Verbs," and "You and Your Television--Complex Sentences"). There are testing exercises containing such operations as diagramming sentences and writing letters, and a grammar usage and review section. Pages are perforated.

TITLE: SPECIFIC SKILL SERIES
AUTHOR: Boning, Richard A.
SOURCE: Barnell Loft, Ltd., Long Island, New York

COMMENT: This series is designed to develop seven crucial reading skills: Following Directions, Using the Context, Getting the Facts, Locating the Answer, Working with Sounds, Getting the Main Idea, and Drawing Conclusions. It is a structured reading program which may be used to achieve rapid results with children or adults, or as a supplementary drill on an individualized basis. Above titles form seven individual programs, each comprised of six workbooks. Workbooks are lettered A through F, representing corresponding grade levels from one to six. Although some programs are aimed at readers who can handle difficult material and others not, format is uniform throughout the series. Written material is followed by multiple choice questions. Stories included have their accent on the bizarre. Separately purchased answer sheets (for most workbooks) make series non-consumable. Included in each book is an introduction to the teacher.

TITLE: RAPID COMPREHENSION THROUGH EFFECTIVE READING
AUTHOR: Stauffer, Russel G., Berg, Jean Horton
SOURCE: LEARN Incorporated, Haddonfield, New Jersey

COMMENT: This set of three workbooks and a teaching guide comprise the Rapid Comprehension Through Effective Reading program, a developmental rather than remedial program for the slightly below average to gifted student on levels 9-12. It aims at helping students to become effective readers, emphasizing reading as a thinking process as opposed to a mechanical one. Structure of program permits students to work at their own rate with the teacher as a guide and tutor. After a preparatory lecture by teacher, students read a lengthy introduction and take a pre-test. They are then introduced to various types of reading--skim, scan, study, suvey, and rapid reading. Material is presented in the form of written instructions and practiced through the use of stories and passages. Book 3 utilizes outside reading--six paperbacks (Lilies of the Field, The Screwtape Letters, The Russian Revolution, The Comedians, The Turn of the Screw and Daisy Miller, and Barabbas) which may be purchased along with the workbooks. Answers to questions in all exercises are found at the bottom of each page. A post-test determines progress. The teacher's guide offers an over-view of the program, guides for lecture and lesson planning and model schedules.

TITLE: LITERATURE ABOUT THE AMERICAN INDIAN--A GUIDE FOR ADULT EDUCATION LEADERS
AUTHOR: Rickards, Montana H.
SOURCE: Oregon College of Education, Monmouth, Oregon

COMMENT: In an attempt to acquaint ABE and other teachers with the literature and heritage of the American Indian students in their classes, and to awaken in their fellow classmates respect for their traditions and contributions to civilization, the U.S. Office of Education subsidized the preparation and printing of this booklet in conjunction with the Oregon College of Education. In addition to text references

throughout the booklet, there is a 7-page bibliography at the back of books by and/or about American Indians. Samples of Indian poetry and references to periodicals are also included.

TITLE: TROUBLE IN OUR COMMUNITY: THE ISSUE IN BLACK AND WHITE; A MANUAL OF READINGS FOR ADULT DISCUSSION
AUTHOR: Phillips, W. M. and Kahn, Ethel D.
SOURCE: Cooperative Extension Service/College of Agriculture and Environmental Science/Rutgers University/New Brunswick, New Jersey

COMMENT: This anthology of excellent literature, essays, papers, reports, poetry, etc., originally intended for use with suburban adult discussion groups, would be very useful to any ABE teacher or administrator struggling to understand his students or the target population of his program. Organized into eight chapters--one for each discussion session--the book contains essays, fiction and poetry by prominent blacks and Puerto Ricans such as Eldridge Cleaver, Sonia Sanchez, Malcolm X, and Gwendolyn Brooks; opinions by sociologists such as Oscar Lewis, and other concerned individuals such as Charles Silverman, James Coleman, and Wallace Mendelson; and various government committee reports, Black Panther publications, etc. Subject groupings include "Equality in What?" "Allegory of Individuals," "Conflict," "Powerlessness," "Law and Order: Institutional Dysfunction," "Violence and Aggression--Another Definition," "Militance or Moderation Or (?)," and "Is There Still Time?"

TITLE: ARE THE POOR DIFFERENT FROM YOU AND ME?
AUTHOR: Blum, Zahave D.
SOURCE: The Johns Hopkins University/Department of Social Relations, Baltimore, Md.

COMMENT: This paper was prepared for the Workshop to Increase and Improve University Teacher Training Programs in ABE, held March 1969. The author discusses the different research approaches to the poor, whether the poor are quantitively or qualitively different from higher social strata, and deals with the concept of a "culture of poverty" from a sociologist's viewpoint. The paper summarizes the findings from a literature review, On Understanding: Perspective from the Social Sciences, edited by Daniel P. Moynihan. Appended are an occupational mobility chart and a bibliography.

TITLE: BIBLIOGRAPHY MATERIALS FOR THE ADULT BASIC EDUCATION STUDENT
SOURCE: National University Extension Association, Silver Springs, Maryland

COMMENT: This annotated bibliography covers six major subject areas: 1) Communication Skills; 2) Computation Skills; 3) Social Studies; 4) The World of Work; 5) Individual and Family Development and 6) Materials for the Spanish-Speaking Student. Programmed materials have been grouped separately under each heading.

TITLE: BIBLIOGRAFIA DE AZTLA: AN ANNOTATED CHICANO BIBLIOGRAPHY
AUTHOR: Barrios, Ernie, Editor
SOURCE: Centro de Estudios Chicanos Publications, San Diego, California

COMMENT: This annotated bibliography was compiled by Chicano (Mexican-American students at San Diego State College with the purpose of providing both negative and positive criticism of materials written about their people. Operating under the premise that much of the studies and literature written since 1920 has merely advanced the case for white supremacy, the editors present this volume in order to expose the racist materials as well as point out valuable works which may be used in advancing their cause for Chicano autonomy. The text begins with explanatory introductions to both this particular project and the cause itself and a list of relevant terms, followed by book listings according to subject and/or use. Included is a short section on the Native American (Indian), a guide to journals and periodicals, reference materials, and indexes by title and author.

TITLE: ANNOTATED BIBLIOGRAPHY
AUTHOR: Nazzaro, Lois B.
SOURCE: The Free Library of Philadelphia; Reader Development Program

COMMENT: This annotated bibliography not only gives a brief summary of contents of all materials listed, but also suggested grade-level to help ABE teachers select those most suitable for their classes. There are seven major categories: 1) Leisure Reading; 2) The Community (Citizenship); 3) Family Life; 4) Jobs; 5) Reading, Writing, Arithmetic; 6) Science and 7) The World and Its People--Famous People: Minority History; United States. Materials listed are designed to aid undereducated adults to overcome educational, cultural and economic deficiencies in their lives.

TITLE: BIBLIOGRAPHY MATERIALS FOR THE ADULT ADMINISTRATOR AND TEACHER
SOURCE: National University Extension Association, Silver Springs, Maryland

COMMENT: This selected bibliography has been prepared for use by administrators and teachers of ABE programs. There are six major subject headings: 1) programmed instruction; 2) educational technology; 3) administration; 4) teaching methods and materials; 5) understanding the ABE student and 6) Counseling and Testing.

TITLE: ADMINISTRATION OF ADULT BASIC EDUCATION PROGRAMS--CASE STUDIES AND GUIDELINES
AUTHOR: Luke, Robert A.
SOURCE: National University Extension Association, Silver Springs, Maryland

COMMENT: This booklet contains materials prepared by NAPSAE for the 1967 summer institutes for administrators of ABE programs. Part I is a series of case studies typical of problems encountered in administering a program of adult basic education. Part 2 is a series of general guidelines designed to help in the solution of such problems. These materials were presented to participants early in the institute to stimulate discussion of these and other problems they have encountered and to help each other from the sharing of such experiences.

TITLE: YOU AND YOUR JOB
AUTHOR: Moynihan, Paul and Jane and Daeger, Giles A.
SOURCE: Milwaukee Vocational Technical and Adult Schools, MDTA Program, Milwaukee, Wisconsin

COMMENT: This manual for instructors and counselors is designed for use with the five student texts that comprise the series: You and Your Job-- 1) What Is It? 2) Where Is It? 3) How To Get It; 4) How to Keep It; and 5) Where Do You Go From Here? The manual follows each booklet chapter by chapter, gives specific aims, materials needed for classroom use, suggested teaching procedures and ideas for class discussion and enrichment activities.

TITLE: PREPARATION FOR EMPLOYMENT AS A MOTIVATION FOR ADULT BASIC EDUCATION
AUTHOR: Gregory, Francis

COMMENT: The basic premise of this talk, presented at a teacher-training workshop in ABE, is that when academic work is intelligently coordinated with vocational skill training, trainees grow faster in both areas. Case histories from Urban League files and other agencies bear this out. The author says that ABE is a necessary component of job training and, in fact, that ABE combined with job-training skills points the way to a better life for those long steeped in the pattern of poverty, unemployment and alienation.

TITLE: THE TOTAL FEDERAL EFFORT IN ADULT BASIC EDUCATION
SOURCE: U. S. Office of Education, Bureau of Adult Vocational & Library Programs, ABE Branch

COMMENT: This is a summary of ABE programs federally funded under Title III and, in most cases, through state departments of education in 1969. A total of 33 programs and 40 million dollars was involved. Teacher-training funding of $2 million dollars by the United States Office of Education represented 75% of all funds spent at the federal level on ABE teacher-training.

TITLE: SOURCES OF TEACHING MATERIALS
AUTHOR: Williams, Catharine M.
SOURCE: Ohio State University, Lord Hall, Columbus, Ohio

COMMENT: This guide was created to help the teacher in the successful search for effective materials of instruction. It presents guidelines for locating desired information and stresses the need for knowledge, and utilization, of local resources--library card catalogs, reference books and use of specific media of communication including motion pictures, programmed instruction and recordings. Curriculum and biographical references are included. Addresses of publishers and/or distributors mentioned in the body of the booklet are also listed.

TITLE: WHAT AND WHY IS ADULT READING IMPROVEMENT?
AUTHOR: MacDonald, Bernice and Simkin, Faye
SOURCE: American Library Association, Chicago, Illinois, Adult Services Division

COMMENT: The role the public library can play in stimulating a greater interest in books and reading for area adults, many with limited facility in English, is discussed in this little booklet. Materials for the use of librarians and other adult educators interested in a discussion of the problem are listed at the conclusion of the article.

TITLE: SOURCEBOOK OF REHABILITATION INFORMATION (PRINTED MATERIAL)
AUTHOR: Mann, Joe
SOURCE: Materials and Information Center, Alabama Rehabilitation Media

COMMENT: A listing of sources of rehabilitation information is provided in this booklet to enable counselors and others working in the field to implement some of the newer advances and improvements into their own areas of endeavor. There is a companion book which lists sources of audio-visual materials available in the field of rehabilitation. This listing is of printed materials only. Agencies having material available, rather than the material themselves, are indexed.

TITLE: CATALOG OF BASIC EDUCATION SYSTEMS
SOURCE: U.S. Civil Service Commission, Bureau of Training/Training Systems and Technology Division, Washington, D.C.

COMMENT: This bibliography includes items covering basic learning programs in reading, language arts, Mathematics, Consumer Education, Vocational Education, etc. designed to help improve the skills of educationally disadvantaged Federal employees. Programs selected for inclusion are described in terms of cost, skill-entry level, format, publisher, grade-level readability, subject, feedback-and-record keeping, flexibility, and supervision.

TITLE: ADULT BASIC EDUCATION: THE STATE OF THE ART
AUTHOR: Griffith, William S.; Hayes, Ann P., Editors
SOURCE: The University of Chicago, Dept. of Education

COMMENT: Leaders in the field of adult education and allied areas have co tributed to this overall look at ABE teacher-training programs in institutions of higher education. Each of the chapters was developed at a Workshop held at the University of Chicago in March of 1969. Nine major areas ar covered: 1) Teacher Training; 2) Adult Students; 3) Testing of Adults; 4) Curriculum Development and Testing; 5) Economic Considerations; 6) Programs; 7) Culturla or Social Stratification; 8) Overviews of ABE: Research and Programs and 9) Theory and Practice.

APPENDIX A

List of Participants

REGION VIII

COLORADO

Cook, Elsa M.
Herrera, Beatrice B.
Moffat, Mary E.
Pigford, Clementine
Romero, Florella

MONTANA

Connick, Cristin S.
Kommers, Vernetta R.
Lyda, Clyde E.
Reno, James E.
Richardson, Ross

NORTH DAKOTA

Hanson, Leonard

UTAH

Batie, Robert B. Jr.
Gibbons, Lou M.

WYOMING

Brattin, Terry H.
Fiorelli, Teresa F.

REGION IX

ARIZONA

Benninger, Herb
Hernandez, Henry
Kempf, Gerald J.
Lindsey, Edward L.
Trujillo, Laura
Wright, Virginia M.
Wright, Wynn D.

CALIFORNIA

Alexander, Thomas E.
Aguirre, Frank B.
Bravou, Marie
Burke, Betty
Cano, Trinidad M.
Catalina, Francis V.
Cortopassi, Helen L.
Crowe, Donald E.
Decker, Jean
Donna, D. Charles
Flick, Clyde C.
Goble, Dorothy
Hartman, Judith V.
Herbig, Ralph O.
Hogins, Gladys A.
Huber, Virginia H.
Jorgensen, Karen J.
Leonard, Jean H.
McIntyre, Adrienne
Mayer, Loyd C.
Milligan, Robert
Miloslavich, Vic
Nacca, Ralph J.
Nealy, Herbert L.
Norman, Evelyn
Peck, Daniel
Popkin, Walter
Portugal, Maria J.
Quan, Jeanette
Ramirez, Fernando
Ranchey, Mattie M.
Reese, Katherine B.
Robinson, Leland C.
Skeehan, Olga
Stuard, Harry E. Jr.
Teasley, J. B.
Torres, Delfino V.
Upton, Virginia
Watson, Bert "L", Jr.
Wilson, Frances deLong

REGION IX (cont'd.)

HAWAII

Matsumura, Jean S.
Murata, Fred T.

NEVADA

Phoenix, Judy

REGION X

ALASKA

Byrnes, Jeanne M.
Cabinum, Godofreda
Edwards, Eleanor

IDAHO

Gard, Wilbur E.
Hanson, David
Thomas, Janet V.

OREGON

Parks, Lynda

WASHINGTON

Hebron, F. Lynn
Overholt, George S.
Scott, Naomi J.
Wesley, Barbara Ann
Willard, W. Claire

APPENDIX B

SUMMER ABE INSTITUTE AGENDA

SUNDAY, AUGUST 8

Noon to 8:00	Registration, Ehrman Hall, University Dorm Complex.
8:00 - 10:00	Welcome and Announcements, Dr. Gordon R. Cavana, Project Director Organizational Meeting

MONDAY, AUGUST 9

8:30 - 9:30	"Sociology of the Poor Urban White," Mr. Paul Jacobs
9:30 - 10:30	"The Single Parent Family," Dr. Elizabeth Navarre
10:30 - 10:45	Coffee Break
10:45 - 12:00	"Organizational Development in Education," Dr. Stephen Laner and Dr. Gordon Cavana
12:00 - 1:00	Lunch
1:00 - 2:15	*Discussion groups meet with Mr. Jacobs and Drs. Laner, Cavana, and Navarre
2:15 - 3:30	*Discussion groups meet with Mr. Jacobs and Drs. Laner, Cavana, and Navarre
3:30 - 3:45	Coffee Break
3:45 - 5:30	**Study Groups meet

TUESDAY, AUGUST 10

8:30 - 9:45	*Discussion groups meet with Mr. Jacobs and Drs. Laner, Cavana, and Navarre
9:45 - 10:00	Coffee Break
10:00 - 12:00	*Discussion groups meet with Mr. Jacobs and Drs. Laner, Cavana, and Navarre
12:00 - 1:00	Lunch
1:00 - 2:45	"Counseling the Adult," Panel Presentation by Curt Baldwin, Karen Jacobs, Barbara Painter, George Fowler, and Howard Smalheiser. Individual presentations by Panel Participants.
2:45 - 3:00	Coffee Break
3:00 - 4:30	Continue Counseling Panel
4:30 - 5:30	**Study Groups meet

WEDNESDAY, AUGUST 11

8:30 - 9:30	*Discussion groups meet with Baldwin, Jacobs, Painter, Fowler, and Smalheiser
9:45 - 10:00	Coffee Break
10:00 - 11:15	*Discussion groups meet with Baldwin, Jacobs, Painter, Fowler, and Smalheiser
11:15 - 12:00	**Study Groups meet
12:00 - 1:00	Lunch
1:00 - 3:00	"Educational & Community Programs as Seen by the Community," Panel Presentations by Shirley Murguia, Bob Tymn, Jeannette Sims, Bill Goetz, and Lamont Dumcrot

3:00 - 3:15	Coffee Break
3:15 - 4:30	*Discussion groups meet with Panel Participants
4:30 - 5:30	**Study groups meet

THURSDAY, AUGUST 12

8:30 - 9:15	**Study groups meet
9:15 - 10:30	"ABE Curriculum Development in the U.S. Army," Barbara Mondo and "Curriculum in Pre-Vocational Poverty Programs," John Golden
10:30 - 10:45	Coffee Break
10:45 - 12:00	Panel Discussion - Barbara Mondo and John Golden
12:00 - 1:00	Lunch
1:00 - 2:15	*Discussion groups meet with Curriculum & Community Panel members
2:15 - 2:30	Coffee Break
2:30 - 3:30	*Discussion groups meet with Curriculum & Community Panel members
3:30 - 5:00	"A Working-Class Experimental School: Development & Program," Leon Ginsberg
5:00 - 5:30	**Study groups meet

FRIDAY, AUGUST 13

8:30 - 9:00	**Study groups meet
9:00	Field Trips "Adult Education in the Bay Area." Trips to Pittsburg, Richmond and the Presidio
12:00 - 1:00	Lunch
1:00 - 5:30	Group Dynamics and Communication Techniques - Dr. Mimi Silbert and staff

MONDAY, AUGUST 16

8:45 - 9:00	Announcements
9:00 - 10:15	"Planning and Organizing Community Adult Programs," Dr. Harvey Rhodes
10:15 - 10:45	Coffee Break
10:45 - 12:00	Innovative Curriculum Development in Adult Basic Education," Dr. Patricia Hertert
12:00 - 1:00	Lunch
1:00 - 2:30	Discussion groups - Dr. Rhodes & Dr. Hertert
2:30 - 3:00	Coffee Break
3:00 - 4:30	Discussion groups - Dr. Rhodes & Dr. Hertert
4:30 - 5:00	Study groups meet

TUESDAY, AUGUST 17

8:30 - 8:45	Ann uncements
8:45 - 10:00	Meet Your Choice - Dr. Rhodes, Dr. Hertert, Mr. Bumcrot, Mrs. Sims, Mr. Tymn, Mr. & Mrs. Goetz, Mr. Morrison
10:00 - 10:30	Coffee Break
10:30 - 12:00	Study groups meet - Develop Individual Strategies & Plans for New Programs for Poor Whites

12:00 - 1:00	Lunch
1:00 - 2:00	"The Psychology of Poverty," Dr. Arthur Pearl
2:00 - 3:00	"Sociological Implications of the Industrial Poor," Dr. Nels Anderson
3:00 - 3:30	Coffee Break
3:30 - 5:30	Discussion groups - Dr. Pearl and Dr. Anderson

WEDNESDAY, AUGUST 18

8:30 - 8:45	Announcements
8:45 - 10:15	Discussion groups - Dr. Pearl and Dr. Anderson
10:15 - 10:45	Coffee Break
10:45 - 12:00	Study groups meet - Relevance of Psychological Variables, Industrial Work Situation, Implications for Leisure Training
12:00 - 1:00	Lunch
1:00 - 2:00	"The Economics of Poverty," Dr. Charles Metcalf
2:00 - 3:00	"Environmental Economic Factors Affecting Poverty," Mr. Chester McGuire
3:00 - 3:30	Coffee Break
3:30 - 5:00	Discussion groups - Dr. Metcalf and Mr. McGuire

THURSDAY, AUGUST 19

8:30 - 8:45	Announcements
8:45 - 10:15	Discussion groups - Dr. Metcalf and Mr. McGuire
10:15 - 10:45	Coffee Break
10:45 - 12:00	Study groups meet - How to Develop Hard Data for Local Planning (convincing the community, school boards, administration, etc.)
12:00 - 1:00	Lunch
1:00 - 3:00	"The Teaching Situation & Personality Development, Dr. Nevitt Sanford
3:00 - 5:00	Tour of the Wright Institute

FRIDAY, AUGUST 20

8:45 - 9:00	Announcements
9:00 - 10:30	"The Present & Future of Adult Education," Dr. Jack London
10:30 - 11:00	Coffee Break
11:00 - 12:00	Questions & Answers with Dr. London
12:00 - 1:00	Lunch
1:00 - 3:15	Study groups meet
3:15 - 3:30	Coffee Break
3:30 - 4:30	Summary and Evaluation Presentations
4:30 - 5:00	Closing Remarks - Dr. Gordon Cavana

APPENDIX C

PRE EVALUATION AND DAILY EVALUATION QUESTIONNAIRES

1. Are you now associated with

_____Public Adult School, evening program

_____Public Adult School, day program

_____Junior College, day program

_____Junior College, evening program

_____Federally funded program, such as WIN, MDTA, OEO, etc.

If yes, identify which_____

2. How many hours per week do you work in this program?

_____ 0 - 5

_____ 6 - 10

_____11 - 15

_____16 - 20

_____21 - 30

_____Full time

3. Are you primarily a

_____Teacher

_____Teacher-aide

_____Counselor

_____Administrator

_____Other

Please identify_____

4. If you are a teacher or teacher-aide, list the names of your classes.

_____

_____

5. If you are a counselor, briefly describe the kinds of services you provide.

_____

_____

6. If you are an administrator, briefly describe your duties.

_____

_____

7. If you checked "other" on Question No. 3, please identify your duties.

_____

_____

8. Where do you work?

_____Adult school building

_____High school building

_____Elementary school building

_____Converted warehouse

_____Store front

_____Other

Please identify_____

9. Is your immediate supervisor a

_____Principal

_____Adult school administrator/coordinator

_____Vocational coordinator

_____Other

Please identify_____

10. Who does this person report to?

_____

_____Don't know

11. How do you receive instructions from your supervisor?

_____Written

_____Oral

_____Both

12. How many hours per week do you meet with your supervisor either individually or in a small group?

_____1/2 - 1 hour

_____ 1 - 2 hours

_____ 3 or more hours

13. What numbers of people in the following categories are employed at the same sit that you are employed at?

_____Teachers

_____Teacher-aides

_____Counselors

_____Curriculum specialists

_____Administrators/coordinators

14. How many students attend classes at the site where you are employed?

_____ 0 - 25

_____26 - 50

_____51 - 75

_____76 -100

_____101 - 125

_____126 - 150

_____151 - 175

_____176 - 200

15. Are you paid

_____By the hour

_____Salary and/or contract

16. What is your academic background?

_____High school

_____Some college

_____A. A. degree

_____B. A. degree

_____M. A. degree

_____Beyond an M. A. degree

17. What fields have you studied?

_____

_____

18. What other jobs have you had in the field of education?

_____

_____

19. Do you feel there is chance for professional advancement within the adult progr you are now working in?

_____No chance

_____Little chance

_____Average chance

_____High possibility

20. In adult education as a whole, do you feel there is chance for professional advancement?

_____No chance

_____Little chance

_____Average chance

_____High possibility

21. If you do have a chance for advancement, will it be in

_____Teaching

_____Counseling

_____Administration

22. Will you be able to advance

_____With your present education and training

_____With additional education and/or training

1. What do you wish to learn most about during these two weeks?

   1. _____Adult Basic Education Curriculum
   2. _____Adult Basic Education Counseling
   3. _____Economics of Poverty
   4. _____Sociology of Urban Poor
   5. _____Psychology of Urban Poor
   6. _____Organizational Structure and Change
   7. _____Program Development

   (Check more than one response or rank your responses in order of what is most important to you.)

2. What do you think that you will learn the most about during these two weeks?

   1. _____Adult Basic Education Curriculum
   2. _____Adult Basic Education Counseling
   3. _____Economics of Poverty
   4. _____Sociology of Urban Poor
   5. _____Psychology of Urban Poor
   6. _____Organizational Structure and Change
   7. _____Program Development

   (Check more than one response or rank your responses in order of what you expect.)

3. In most Teacher Training Institutes most of the learning is gained through

   1. _____Formal talks and lectures
   2. _____Small formal discussion groups
   3. _____Informal discussion with other participants

4. How do you usually relate information gained at a Teacher Training Institute t the teaching process used in your job?

   1. _____Specific curriculum input

   2. _____Long range curricula guides

   3. _____Not directly, but through some new understanding of needs of student

5. How do you usually share information gained at a Teacher Training Institute with others teaching on your staff?

   1. _____Informal talks with associates

   2. _____Formal talks (i.e., teacher meeting presentations)

   3. _____Released time to develop curriculum material for wider distribution

   4. _____Formal meetings with select staff members (curriculum developers, counselors, etc.)

   5. _____Other
      Please comment_____

      _____

6. In what ways do your students benefit most from your participation in Adult Ba Education Institutes (or similar learning experiences)?

   1. _____Up to date teaching techniques

   2. _____Up to date course information

   3. _____Better communication between your students and you

   4. _____Classes, as a whole, relate better to group situation

7. Speakers and lecturers at Teacher Training Institutes are usually

   1. _____Outstanding

   2. _____Very interesting and informative

   3. _____Of average ability to impart new information

   4. _____Sometimes dull and uninformative

   5. _____Usually dull and uninformative

PLEASE ANSWER THE FOLLOWING QUESTIONS FOR YOUR OWN STUDENTS IF YOU ARE A TEACHER, FOR THE STUDENTS IN THE PROGRAM AS A WHOLE IF YOU ARE A COUNSELOR OR ADMINISTRATOR.

1. Most of your students enroll in your classes for which of the following reasons

   1. _____Economic - prevocational
   2. _____Economic - advancement, re-training
   3. _____Scholastic - complete diploma
   4. _____Personal
   5. _____Social
   6. _____Don't know

   (If more than one reason applies, please rank the reasons in order of importance or give a percent estimate.)

2. Most of your students would be classed as

   1. _____Upper class
   2. _____Middle class professionals
   3. _____White collar workers
   4. _____Blue collar workers
   5. _____Unemployed
   6. _____Don't know

3. Most of your students would be classed as

   1. _____Head of family
   2. _____Single parent head of family
   3. _____Family member, but not breadwinner
   4. _____Family member, dependent minor
   5. _____Don't know

4. What is the marital status of most of your students? (Estimate percentage for each category.)

1. _____Single, under 21
2. _____Single, 21 and over
3. _____Married
4. _____Separated or divorced
5. _____Widowed
6. _____Don't know

5. What is the mean age of your students? (Estimate) _____

What is the range of their ages? From_____to_____

6. What percentage of your students are male?

_____ 0 - 10%
_____11 - 20%
_____21 - 30%
_____31 - 40%
_____41 - 50%
_____51 - 60%
_____61 - 70%
_____71 - 80%
_____81 - 90%
_____91 -100%
_____Don't know

7. What percentage of your students would you classify as poor taking into accoun such factors as income, family size and composition, housing, etc.?

_____ 0 - 10%
_____11 - 20%
_____21 - 30%
_____31 - 40%
_____41 - 50%
_____51 - 60%
_____61 - 70%
_____71 - 80%
_____81 - 90%
_____91 -100%
_____Don't know

8. What percentage of your students are unemployed?

_____ 0 - 10%
_____11 - 20%
_____21 - 30%
_____31 - 40%
_____41 - 50%
_____51 - 60%
_____61 - 70%
_____71 - 80%
_____81 - 90%
_____91 -100%
_____Don't know

9. What percentage of your students work nights or swing shifts?

_____ 0 - 10%
_____11 - 20%
_____21 - 30%
_____31 - 40%
_____41 - 50%
_____51 - 60%
_____61 - 70%
_____71 - 80%
_____81 - 90%
_____91 -100%
_____Don't know

10. Do your students live in

1. _____Apartments
2. _____Duplexes
3. _____Houses
4. _____Other
5. _____Don't know
6. _____Public housing
7. _____Substandard apartments
8. _____Substandard duplexes
9. _____Substandard houses
10. _____Other
11. _____Don't know

(Rank in order or give percentage estimates)

11. What percentage of your students (or their families) have had serious medical dental problems?

_____ 0 - 10%
_____11 - 20%
_____21 - 30%
_____31 - 40%
_____41 - 50%
_____51 - 60%
_____61 - 70%
_____71 - 80%
_____81 - 90%
_____91 -100%
_____Don't know

12. What percentage of your students (or their families) have had problems with th following? (Estimate percentage for each category)

_____Housing
_____Transportation
_____Drugs
_____Alcoholism
_____Police
_____Welfare
_____Employment
_____Probation
_____Mental illness
_____Don't know

13. What percent of your students have

_____No children
_____1 - 2 children
_____3 children
_____4 - 5 children
_____6 children or more
_____Don't know

14. What percentage of your students are

_____White
_____Black
_____Spanish surname
_____American Indian
_____Asian
_____Other

15. What modes of transportation do your students use to attend school?

_____Car pools
_____School bus
_____Public bus
_____Walk
_____Drives self
_____Other
Please identify_____
_____Don't know

CAREER EVALUATION QUESTIONAIRE

	YES	NO	?	
1.	( )	( )	( )	Additional professional help is available to students who are failing in school.
2.	( )	( )	( )	My administrator or coordinator shows little initiative in seeking ways to improve our work.
3.	( )	( )	( )	I am given sufficient opportunity to try out new programs and ideas in my work.
4.	( )	( )	( )	I am required to do too much administrative paper work.
5.	( )	( )	( )	The procedures for judging my performance are helpful to me in improving my work.
6.	( )	( )	( )	My administrator or coordinator has my work well organized.
7.	( )	( )	( )	The instructional program of my program fails to account adequately for the individual differences among our students
8.	( )	( )	( )	Very little has been done in this program to provide adequat counseling and guidance services to students.
9.	( )	( )	( )	The quality of supplementary materials for student use in this program needs to be considerably improved.
10.	( )	( )	( )	Little effort seems to be devoted to developing good community relations in this program.
11.	( )	( )	( )	A few of the people on the staff of this program think they run the place.
12.	( )	( )	( )	This program assumes too many educational responsibilities that properly belong to other community agencies.
13.	( )	( )	( )	I feel free to discuss controversial matters with students.
14.	( )	( )	( )	The professional staff in this program cooperate well with each other.
15.	( )	( )	( )	We are encouraged by our superiors to attend professional conferences and activities.
16.	( )	( )	( )	I am given sufficient opportunity to share in planning the instructional program.
17.	( )	( )	( )	The salary schedule in this program fails to compensate us sufficiently for years of service.
18.	( )	( )	( )	The procedures in this program for dealing with staff grievances and complaints are fair.
19.	( )	( )	( )	The number of students I have to work with makes it very difficult for me to do a good job.
20.	( )	( )	( )	The administration of this program seem so concerned with administrative matters that it neglects the educationa needs of this community.

21.	( )	( )	( )	Professional competence is adequately recognized and rewarded in this program.
22.	( )	( )	( )	Little effort is made in this program to evaluate the effectiveness of our instruction.
23.	( )	( )	( )	My professional work load is fair and reasonable.
24.	( )	( )	( )	We have adequate lounge and work area facilities for our personal use.
25.	( )	( )	( )	Our salary schedule gives me little incentive to seek advanced training and degrees.
26.	( )	( )	( )	For my level of professional competence I am adequately rewarded financially.
27.	( )	( )	( )	I lack the equipment I need to do an effective job.
28.	( )	( )	( )	The physical conditions of my work place hamper me in doing a good job.
29.	( )	( )	( )	This program lacks an "atmosphere of learning."
30.	( )	( )	( )	The procedures used in this program for evaluating student progress are quite satisfactory.
31.	( )	( )	( )	My supervisor is fair in his dealings with me.
32.	( )	( )	( )	The content of the textbooks my students use is significant, accurate, and up-to-date.
33.	( )	( )	( )	I can be sure of my job in this program as long as I do good work.
34.	( )	( )	( )	I think my work performance is appraised and evaluated fairly in this program.
35.	( )	( )	( )	A student in this program often has to do without needed supplementary materials.
36.	( )	( )	( )	There are cliques or groups within the staff of this program that create an unfriendly atmosphere.
37.	( )	( )	( )	My supervisor fails to keep me informed about matters affecting my work.

Date _____

Today's Sessions Were

1. entertaining

Negative 1 2 3 4 5 Positive

2. informative

Negative 1 2 3 4 5 Positive

3. comprehensive

Negative 1 2 3 4 5 Positive

4. well-organized

Negative 1 2 3 4 5 Positive

5. understandable

Negative 1 2 3 4 5 Positive

6. usefulness for home community

Negative 1 2 3 4 5 Positive

Date _____

They Were Oriented Towards

1. personal growth

Negative 1 2 3 4 5 Positive

2. professional growth

Negative 1 2 3 4 5 Positive

3. teacher/teaching information

Negative 1 2 3 4 5 Positive

4. student information

Negative 1 2 3 4 5 Positive

APPENDIX D

Post Evaluation Questionnaires

POST EVALUATION QUESTIONAIRE

AUGUST 21, 1971

1. What did you learn the most about during these two weeks?

____ Adult Basic Education Curriculum

____ Adult Basic Education Counseling

____ Economics of Poverty

____ Sociology of Urban Poor

____ Psychology of Urban Poor

____ Organizational Structure and Change

____ Program Development

(Check more than one response or rank your responses in order of what you expect).

Please comment briefly _____

2. Most of the learning that was gained came from

____ The formal talks and lectures

____ Small formal discussion groups

____ informal discussion with other participants

____ Study groups

Please Comment briefly _____

2.

3. How will you relate information gained at this Institute to the teaching process used in your job?

____ specific curriculum input

____ long range curricula guides

____Not directly but through some new understanding of needs of students

Please comment briefly _____

4. How will you share the infromation gained at this Institute with others on your staff

____ informal talks with associates

____ Formal talks (i.e., teacher meeting presentations)

____ Released time to develop curriculum material for wider distribution

____ Formal meetings with select staff members (curriculum developers, counselors

____ Other Please comment _____

5. In what ways will your students benefit most from your participation in this Inst

____ Up to date teaching techniques

____ Up to date course information

____ Better communication between your students and you

____ Classes, as a whole, relate better to group situation

Please comment briefly _____

3.

6. Speakers and lecturers at this Institute were

____ Outstanding

____ Very interesting and informative

____ Of average ability to impart new information

____ Sometimes dull and uninformative

____ Usually dull and uninformative

Please comments briefly _____

_____

_____

_____

_____

7. Physical arrangements (housing, meeting halls, social hours) at this Institute wa

____ Outstanding

____ Better than average

____ Average

____ Less than average

____ Poor

Please comment briefly _____

_____

_____

_____

_____

The Wright Institute

ADULT BASIC EDUCATION TEACHER TRAINING INSTITUTE

August 9 - 20, 1971

Factors to consider and information desired from teacher participants for the evaluation paper due Friday.

1. Viewing the total program of the two weeks, describe the relevance of the information of each of the speakers to your particular personal growth and your particular educational situation (classroom, school, and community). Describe in as much detail as you can both favorable and unfavorable responses. Give examples. Consider the speakers in the following informational areas:

   Paul Jacobs: Conditions of Being Poor
   Elizabeth Navarre: Problems of the Single Parent Family
   Stephen Laner & Gordon Cavana: Organization Conditions Affecting Educators
   Curt Baldwin, Karen Jacobs, Barbara Painter,
   George Fowler, and Howard Smalheiser: Counseling Adults in Need
   Lamont Bumcrot, Pauline & Bill Goetz, Al Morrison,
   Jeannette Sims, and Bob Tymn: Education as Viewed by Community Representatives
   Barbara Mondo & John Golden: Curricula Concepts Applicable to Adult Educa...
   Leon Ginsberg: A Working-Class Experimental School
   Field Trip: Presidio, Richmond, Pittsburg
   Jim Bebout: Group Dynamics
   Harvey Rhodes: Planning and Administrating Community Adult Programs
   Patricia Hertert: Planning and Developing Community Adult Programs
   Nels Anderson: The Industrial Urban Community
   Arthur Pearl: Poverty and Demands on Education
   Charles Metcalf: Economics of Poverty
   Chester McGuire: Environmental Economic Factors Affecting Poverty
   Nevitt Sanford: Teaching Situation & Personality Development
   Jack London: The Present and Future of Adult Education

2. This training institute has used the concept of "Self-Study Groups." Do you think this concept has been worthwhile for you? Why? Give examples. Do you think that the self study groups should have been expanded or shortened? Why?

3. This institute has brought in "poor white" community representatives as resource consultants. What is your opinion of the usefulness of having consultants "fro the community?"

4. This institute has become relatively (decentralized, democratic, disorganized, chaotic). What is your view of changing conferences or training institutes once they have started and of revising schedules, etc.

5. This is one of the few institutes in the country that has admitted both teachers and administrators. What is your view of this? Should teachers go to one and administrators to another? Give examples of why or why not.

6. If you were to go to another institute after this one, what would you want to learn? Would this other training be based on what you learned here, or would you ignore this experience for something else? Why? Give examples one way or the other.

7. Because the Office of Education would like to know something of regional needs, would you please state your state(California; state Bay Area, Southern, Central Valley).

PARTICIPANT EVALUATION QUESTIONNAIRE

SUMMER TEACHER-TRAINING INSTITUTE

The Wright Institute
2728 Durant Avenue
Berkeley, California 94704

Participant Name._____

PLEASE RETURN THIS QUESTIONNAIRE NO LATER THAN NOVEMBER 12th.....

1. Have you been officially asked, by a co-worker or supervisor, to relate some information about the ABE Teacher Training Institute at the Wright Institute? If yes, could you briefly describe where you made this presentation, how many people were present, and the number of teachers, administrators, or counselors present.

2. Have your co-workers or supervisors unofficially asked you to relate some information about the ABE Teacher Training Institute at the Wright Institute By unofficially, we mean at coffee, lunch or some other informal situation.

3. How many people that you work with have heard some information about the Institute in this informal manner?

4. Can you describe in some detail in what ways the information that you gained at the Wright Institute has been used by those with whom you work.

5. Have you shared any of your reactions to the Institute with any of your students?

6. Was this formally, i.e., in front of the classroom, or informally, with students after or before class?

7. Have you received feedback from your students that either substantiate or differ from the material presented at the Institute? This would primarily relate to information imparted about the status of the poor, such as under-employment, child care, housing, transportation, geographic isolation, or problems with government agencies.

8. If you teach a class or classes, briefly describe the activities that take place in these classes and allocate a percentage of time to each activity. For example, time spent on subject matter, record keeping and class administration, counseling or motivation, etc. Allocate your time on a daily or weekly basis.

9. If you have employment other than your ABE position, what do you do?

10. If you work full-time (30 hours or more) in adult education, would you briefly describe your activities and the amount of time you spend on them on either a daily or weekly basis. This would include class time, grading papers, coordination or administration of a particular program, attending outside meetings, etc.

11. In helping us to plan for future ABE Teacher Training Institutes, could you describe briefly what you saw as the strengths and weaknesses of the Institute. We realize that most of you gave us this feedback when you left the program, but we are interested in an overview now that several months have elapsed.

12. On your reports at the end of the Institute, many of you indicated some ideas that you would like to try out in your home situations. These ideas indicated specific curriculum inputs, child care centers, utilization of other community resources, and the writings of new proposals. Have you been able to put some of your ideas into practice? How?

13. If you have had difficulty carrying out these various proposals could you indicate where the difficulty lay--e.g., not enough time, not enough money not enough other staff members to help, students not responsive to the ideas, etc. Explain the difficulties in some detail.

14. At this point, what could the Wright Institute staff do to best aid you in the area of developing your plans and procedures (other than to stop sending you questionnaires to fill out).

PLEASE ANSWER THE FOLLOWING QUESTIONS FOR YOUR OWN STUDENTS IF YOU ARE A TEACHER, FOR THE STUDENTS IN THE PROGRAM AS A WHOLE IF YOU ARE A COUNSELOR OR ADMINISTRATOR.

1. For what reasons do your students enroll in your classes (by per cent)?

   1. _____Economic - prevocational
   2. _____Economic - advancement, retraining
   3. _____Scholastic - complete diploma
   4. _____Personal
   5. _____Social
   6. _____Don't know

2. How would you classify your students (by per cent)?

   1. _____Upper class
   2. _____Middle class professionals
   3. _____White collar workers
   4. _____Blue collar workers
   5. _____Don't know

3. Most of your students would be classed as (by per cent)?

   1. _____Head of family
   2. _____Single parent head of family
   3. _____Family member, but not breadwinner
   4. _____Family member, dependent minor
   5. _____Don't know

4. What is the marital status of your students? (Estimate per cent for each category.)

1. _____Single, under 21
2. _____Single, 21 and over
3. _____Married
4. _____Separated or divorced
5. _____Widowed
6. _____Don't know

5. What is the mean age of your students? (Estimate) _____

What is the range of their ages? From _____ to _____

6. What per cent of your students would you classify as poor taking into account such factors as income, family size and composition, housing, etc.?

_____ 0 - 10%
_____ 11 - 20%
_____ 21 - 30%
_____ 31 - 40%
_____ 41 - 50%
_____ 51 - 60%
_____ 61 - 70%
_____ 71 - 80%
_____ 81 - 90%
_____ 91 - 100%
_____ Don't know

7. What per cent of your students live in:

1. _____Apartments
2. _____Duplexes
3. _____Houses
4. _____Public Housing
5. _____Sub-standard apartments
6. _____Sub-standard duplexes
7. _____Sub-standard houses
8. _____Other
9. _____Don't know

8. What per cent of your students (or their families) have had serious medical or dental problems?

_____%

9. What per cent of your students (or their families) have had problems with the following?

_____Housing
_____Transportation
_____Drugs
_____Alcoholism
_____Police
_____Physical handicapped
_____Welfare
_____Employment
_____Probation
_____Mental illness
_____None of these
_____Don't know

10. What per cent of your students have:

_____No children
_____1 - 2 children
_____3 children
_____4 - 5 children
_____6 children or more
_____Don't know

11. What per cent of your students are:

_____White
_____Black
_____Spanish surname
_____American Indian
_____Asian
_____Other

12. What modes of transportation do your students use to attend school?

_____Car pools
_____School bus
_____Public bus
_____Walk
_____Drives self
_____Other
Please identify _____
_____Don't know

13. What per cent of your students have drivers' licenses? _____%

14. What per cent of your students have felony records? (If you know)_____%

CAREER EVALUATION QUESTIONAIRE

	YES	NO	?	
1.	( )	( )	( )	Additional professional help is available to students who are failing in school.
2.	( )	( )	( )	My administrator or coordinator shows little initiative in seeking ways to improve our work.
3.	( )	( )	( )	I am given sufficient opportunity to try out new programs and ideas in my work.
4.	( )	( )	( )	I am required to do too much administrative paper work.
5.	( )	( )	( )	The procedures for judging my performance are helpful to me in improving my work.
6.	( )	( )	( )	My administrator or coordinator has my work well organized.
7.	( )	( )	( )	The instructional program of my program fails to account adequately for the individual differences among our students.
8.	( )	( )	( )	Very little has been done in this program to provide adequate counseling and guidance services to students.
9.	( )	( )	( )	The quality of supplementary materials for student use in this program needs to be considerably improved.
10.	( )	( )	( )	Little effort seems to be devoted to developing good community relations in this program.
11.	( )	( )	( )	A few of the people on the staff of this program think they run the place.
12.	( )	( )	( )	This program assumes too many educational responsibilities that properly belong to other community agencies.
13.	( )	( )	( )	I feel free to discuss controversial matters with students.
14.	( )	( )	( )	The professional staff in this program cooperate well with each other.
15.	( )	( )	( )	We are encouraged by our superiors to attend professional conferences and activities.
16.	( )	( )	( )	I am given sufficient opportunity to share in planning the instructional program.
17.	( )	( )	( )	The salary schedule in this program fails to compensate us sufficiently for years of service.
18.	( )	( )	( )	The procedures in this program for dealing with staff grievances and complaints are fair.

	YES	NO	?	
19.	( )	( )	( )	The number of students I have to work with makes it very difficult for me to do a good job.
20.	( )	( )	( )	The administration of this program seem so concerned with administrative matters that it neglects the educational needs of this community.
21.	( )	( )	( )	Professional competence is adequately recognized and rewarded in this program.
22.	( )	( )	( )	Little effort is made in this program to evaluate the effectiveness of our instruction.
23.	( )	( )	( )	My professional work load is fair and reasonable.
24.	( )	( )	( )	We have adequate lounge and work area facilities for our personal use.
25.	( )	( )	( )	Our salary schedule gives me little incentive to seek advanced training and degre
26.	( )	( )	( )	For my level of professional competence I am adequately rewarded financially.
27.	( )	( )	( )	I lack the equipment I need to do an effective job.
28.	( )	( )	( )	The physical conditions of my work place hamper me in doing a good job.
29.	( )	( )	( )	This program lacks an "atmosphere of learning."
30.	( )	( )	( )	The procedures used in this program for evaluating student progress are quite satisfactory.
31.	( )	( )	( )	My supervisor is fair in his dealings with me.
32.	( )	( )	( )	The content of the textbooks my students use is significant, accurate, and up-to-date.
33.	( )	( )	( )	I can be sure of my job in this program as long as I do good work.
34.	( )	( )	( )	I think my work performance is appraised and evaluated fairly in this program.
35.	( )	( )	( )	A student in this program often has to do without needed supplementary materials.
36.	( )	( )	( )	There are cliques or groups within the staff of this program that create an unfriendly atmosphere.
37.	( )	( )	( )	My supervisor fails to keep me informed about matters affecting my work.

APPENDIX E

AGENDA FOR THE REGIONAL MINI-INSTITUTES

AGENDA

THE WRIGHT INSTITUTE
REGION X ADULT BASIC EDUCATION MINI-INSTITUTE
Olympic Hotel
Seattle, Washington
March 24, 1972

9:00 - 9:30	Description and Results of the Summer Training Institute - Dr. Gordon Cavana, Summer Institute Project Director, The Wright Institute
9:30 - 10:00	Adult Education Needs and Funding Directions for Region X - Mr. Allen Apodaca, Adult Education Regional Program Officer, U.S. Office of Education
10:00 - 10:30	Coffee Break
10:30 - 12:00	Funding Requirements of State Agencies - Panel of State Directors Mr. George Swift, Supervisor, Vocational & Adult Education, Alaska Department of Education Mr Elmer Clausen, Director, Adult Education, Washington Department of Education
12:00 - 1:00	Lunch
1:00 - 3:00	Federal Requirements and Funding Availabilities for Adult Education From Other Federal Agencies - Mr. Al Lundberg, Grants Section Chief, Office of Economic Opportunity Mr. David Leavitt, Senior Program Officer, MDTA, Office of Education Mr. Sam Kerr, Acting Director for School Systems, Office of Education and Senior Program Officer for Vocational Education, Office of Education Mr. Mark Emanuel, Program Inspection Officer, Office of Child Development
3:00 - 3:30	Coffee Break
3:30 - 5:00	What ABE and Adult Education Can Do For Grass Roots Community Organizations and What These Organizations Can Do For Adult Education - Panel of Community Action Representatives Mr. Malcolm Campbell, Seattle-King County Economic Opportunity Board Ms. Julie Lema, Counselor, Public Service Careers Mr. Lemuel Buster, Seattle Veterans Action Center Mr. H. Lovell Mosley, Seattle Opportunities Industrialization Center

AGENDA

THE WRIGHT INSTITUTE
REGION VIII ADULT BASIC EDUCATION MINI-INSTITUTE
Federal Court House Building
Room 588
March 31, 1972

9:00 - 10:00	Description and Results of the Summer Training Institute - Dr. Gordon Cavana, Summer Institute Project Director, The Wright Institute
10:00 - 10:30	Coffee Break
10:30 - 11:00	Adult Education Needs and Funding Directions for Region VIII - Dr. Roy Minnis, Adult Education Regional Program Officer, U.S. Office of Education
11:00 - 12:00	The Way It Is and The Way It Could Be In Adult Basic Education- Mr. Richard Rowles, Coordinator, Adult & Continuing Education, Wyoming Department of Education Ms. Elizabeth Waggener, Adult Basic Education Consultant, Colorado Department of Education
12:00 - 1:30	Lunch
1:30 - 2:30	Federal Requirements and Funding Availabilities for Adult Education From Other Federal Agencies Mr. Paul Strong, Senior Program Officer, MDTA, Office of Education Mr. Kenneth Daubin, Senior Program Officer, Manpower Office, Department of Labor Ms. Juanita Taylor, Program Review Officer, U.S. Office of Child Development, HEW Mr. Andres Villarosa, Counseling Services Advisor, U.S. Housing and Urban Development
2:30 - 4:00	What Adult Basic Education Can Do For Grass Roots Community Organizations and What These Organizations Can Do For Adult Education Mr. Thomas Ramole, Education Coordinator, Denver Migrant Council Ms. Judy Smith, Community Services Specialist, Project Communi-Link, Colorado State University